WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

DISCRETE MATHEMATICS (6342)

School ……………………………………Westfield High School
Department …………………………………………… Mathematics
Length of Course ………………………………………….Half year
Credit …………………………………………………………….2.5
Grade Level …………………………………………………… 12
Prerequisite…………………………………………...Algebra II[1]
Date …………………………………………………………………

I. RATIONALE, DESCRIPTION AND PURPOSE

Topics in Discrete Mathematics have many practical applications that can help students see mathematics as a useful tool in decision-making. This branch of mathematics includes the study of graph theory, fair division, and the geometry of symmetry, similarity and tessellation. Many of these topics are both historically important and currently researched. In this course, students explore real-life situations which include, but are not limited to, finding the best route between a series of cities, creating a conflict-free schedule for a set of tasks, and determining how many members a state may send to the House of Representatives. Modeling is used extensively to link classroom mathematics to everyday life, work and decision-making.

This course, along with Probability and Statistics (6343), provides an alternate choice for seniors who do not elect a Calculus or AP Statistics course.   Probability, statistics, and discrete mathematics are interrelated areas of applied mathematics that offer students opportunities to investigate everyday phenomena and examples of the usefulness of mathematics in daily life.

II. OBJECTIVES

This curriculum fulfills Westfield Board of Education expectations for student achievement. Course objectives are aligned with the NJ Student Learning Standards for Mathematics, English Language Arts, Science, Social Studies, Technology, Visual and Performing Arts and 21st Century Life and Careers.

Students:
A. Identify the parts of a graph, special paths and circuits
 NJ Student Learning Standards for Mathematics A-SSE, A-REI, G-MG
 NJ Student Learning Standards for Science P5
 NJ Student Learning Standards for Technology 8.1
 NJ Student Learning Standards for 21st Century Life and Careers 9.1

---

[1] See Program of Studies for additional information.

B. Use graphs in applications
NJ Student Learning Standards for Mathematics A-SSE, A-REI, G-MG
NJ Student Learning Standards for Science P5
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

C. Investigate several methods of running an election, using selected criteria
NJ Student Learning Standards for Mathematics A.SSE, S.M
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

D. Evaluate and appropriately utilize methods of apportionment and fair division to understand the historical importance
NJ Student Learning Standards for Mathematics G-MG
NJ Student Learning Standards for Science P5
NJ Student Learning Standards for Social Studies 6.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

E. Examine and create geometric patterns, including symmetries, tessellations and transformations
NJ Student Learning Standards for Mathematics N-VM, A-REI, G-CO
NJ Student Learning Standards for Visual and Performing Arts 1.2
NJ Student Learning Standards for Science P5
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

F. Develop practices and dispositions that lead to mathematical proficiency.
NJ Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P1, P2, P5
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

The importance of mathematics in the development of all civilizations and cultures and its relevance to students' success, regardless of career path, is addressed throughout the secondary mathematics program. Emphasis is placed on the development of critical thinking and problem-solving skills, particularly through the use of everyday contexts and real-world applications.

A. Graph theory
   1. Definitions
   2. Euler paths/circuits
      a. Definition
      b. Algorithms for finding Euler paths/circuits
      c. Algorithms for Eulerizing graphs
      d. Applications (*e.g.,* Konigsberg Bridge problem)

3. Hamiltonian paths/circuits
    a. Algorithms for finding Hamiltonian paths/circuits
    b. Applications (*e.g.,* traveling salesman problem)
4. Trees
    a. Definition
    b. Minimal spanning trees
    c. Applications *(e.g.*, communications networks)

B. Planning and scheduling
1. Problem definition
2. Critical paths
3. Digraphs

C. Social Choice
1. Elections involving two candidates
2. Elections involving three or more candidates
    a. Plurality voting
    b. Borda count
    c. Sequential pair-wise voting
    d. Hare System
3. Concept of fairness in elections
    a. Criteria for fairness
    b. Arrow's Impossibility Theorem
4. Weighted voting systems
    a. Definitions, notation and terminology
    b. Banzhaf Power Index
    c. Shapley-Shubik Power Index

D. Fair division and apportionment
1. Fair division
    a. Method of markers
    b. Knaster inheritance procedure
    c. Cake division procedures
2. Apportionment
    a. Definitions
    b. Hamilton
    c. Jefferson
    d. Webster
    e. Hill-Huntington method

E. Geometric applications
1. Growth and form
    a. Similarity and proportion
    b. Effects of similarity on measurement
2. Symmetry and patterns
    a. Fibonacci numbers and the Golden Ratio

b. Introduction to transformational geometry and frieze patterns
c. Transformations to identify symmetry
3. Tilings
a. Regular polygons
b. Non-regular polygons
c. Applications in art

IV. **INSTRUCTIONAL TECHNIQUES**

Various instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Typical teaching techniques include, but are not limited to, the following:

A. Teacher-directed, whole-group instruction, and modeling of procedures
B. Mini-lessons or individualized instruction for reinforcement or re-teaching concepts
C. Guided investigations/explorations
D. Problem-based learning
E. Modeling with manipulatives
F. Flexible grouping
G. Differentiated tasks
H. Spiral review
I. Independent practice
J. Use of technology
K. Integration of mathematics with other disciplines.

V. **EVALUATION**

Multiple techniques are employed to assess student understanding of mathematical concepts, skills, and thinking processes. These may include, but are not limited to, the following:

A. Written tests and quizzes, including baseline and benchmark assessments
B. Cumulative tests
C. Standardized tests
D. Electronic data-gathering and tasks
E. Homework
F. Independent or group projects
G. Presentations.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

A. Opportunities to learn from and share ideas about teaching and learning mathematics with colleagues through meetings and peer observations
B. Collaboration with colleagues and department supervisor to discuss and reflect upon unit plans, homework, and assessment practices
C. Planning time to develop and discuss the results of implementing differentiated lessons and incorporating technology to enhance student learning
D. Attendance at workshops, conferences and courses that focus on relevant mathematics content, pedagogy, alternate assessment techniques, or technology.

APPENDIX I

NJ Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

SMP1 – Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

SMP2 – Reason abstractly and quantitatively.
Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

SMP3 – Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

SMP4 – Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

SMP5 – Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge.

When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

SMP6 – Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

SMP7 – Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

SMP8 – Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

NJ Student Learning Standards for Mathematical Content

Vector and Matrix Quantities N-VM

Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., *v*, |*v*|, ||*v*||, *v*).
3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

Seeing Structure in Expressions A-SSE

Write expressions in equivalent forms to solve problems.

4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*

Reasoning with Equations and Inequalities A-REI

Solve equations and inequalities in one variable.

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
4. Solve quadratic equations in one variable.
    a. Use the method of completing the square to transform any quadratic equation in *x* into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
    b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers *a* and *b*.

Congruence G-CO

Experiment with transformations in the plane.

2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Discrete Mathematics
First Reading 6/11/2019

Modeling with Geometry G-MG

Apply geometric concepts in modeling situations.
1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

Using Probability to Make Decisions S-MD

Use probability to evaluate outcomes of decisions.
6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

(+) Denotes additional mathematics that students should learn in order to take advanced courses.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX II

NJ Student Learning Standards for English Language Arts

College and Career Readiness Anchor Standards for Reading:
NJSLSA.R7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words**.**

NJSLSA.R10 – Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standard for Writing:
NJSLSA.W1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

College and Career Readiness Anchor Standards for Speaking and Listening:
NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4 – Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5 – Make strategic use of digital and visual displays of data to express information and enhance understanding of presentations.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX III

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX IV

New Jersey Student Learning Standards for Science/ Next Generation Science Standards: Science and Engineering Practices

Practice 1 – Asking questions and defining problems
Practice 2 – Developing and using models
Practice 3 – Planning and carrying out investigations
Practice 4 – Analyzing and interpreting data
Practice 5 – Using mathematics and computational thinking
Practice 6 – Constructing explanations and designing solutions
Practice 7 – Engaging in argument from evidence
Practice 8 – Obtaining, evaluating, and communicating information

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX V

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 World History/Global Studies. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX VI
New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX VII

New Jersey Student Learning Standards for 21st Century Life and Careers

STANDARD 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX VIII

Instructional Resources and Pacing Guide

Instructional resource for Discrete Math: *Excursions in Modern Math*, Tannenbaum, Pearson (2014).

Suggested pacing:

Unit	Number of teaching days
Methods of running an election	10
Weighted voting system	10
Fair division	10
Apportionment	10
Graph theory	8
Hamilton circuits	10
Trees and spanning trees	10
Scheduling	10
Golden ratio and transformations	7

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

ENGLISH I: FORGING IDENTITY THROUGH LANGUAGE AND LITERATURE - 2011 and 2010

Schools .... Westfield High School

Department .... English

Length of Course .... One Year

Credits 5

Grade Level 9

Prerequisite .... None

Date ....

I.   RATIONALE, DESCRIPTION AND PURPOSE

In keeping with the New Jersey Student Learning Standards, this curriculum fulfills State guidelines for ninth grade Language Arts requirements.

The formal study of language and literature derives from and enhances understanding of human communication in all of its expressions.   The English curriculum of Westfield High School seeks to develop students' critical and creative consciousness through reading, writing, speaking, listening, and viewing. We place our emphasis on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. We seek to study language in a variety of genres and perspectives. To these ends, this curriculum stresses intentionally integrates the New Jersey Competencies for Social and Emotional Learning into the learning objectives and essential questions. The expectation is for students to concurrently develop these competencies as habits of mind, and allow these competencies to color the lens through which they consume content, process information, and produce representations of their thinking.

The main goal of English I is to examine how individual people, communities, and cultures form and maintain distinctive identities in an increasingly globalized world. The literature study, which may be organized by essential questions, explores the ways in which written and oral language reflect the foremost aspects of the human condition as well as examine the diversity of people and cultures.   Many of the texts focus on rites of passage, development of moral and ethical codes, and various cultural and social identities.

The study of literature is complemented by an emphasis on the writing process to develop skills in crafting expository, argumentative, personal, narrative, and research-based writing forms.

Students concurrently develop an extended understanding of the contextual use of grammar and vocabulary.

Through a variety of pedagogical approaches, the course provides experiences in all forms of communication: reading, writing, speaking, listening, and viewing. English I offers rigorous academic preparation as a basis for logical and critical thinking, and a challenging, creative opportunity for self-expression.

II. <u>OBJECTIVES</u>

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of **reading experiences**, using an inquiry-based approach to world literature, students:

1. Examine and investigate the many voices which explore the themes of growing up and the rites of passage in various cultural and socio-economic contexts
   NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,6,10, RI9-10.1,2,3,6,10
   NJ Student Learning Standards for Social Studies 6.3
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
      Social-Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

2. Recognize and analyze early legends, myths and the oral tradition as the forbearers of the narrative tradition
   NJ Student Learning Standards for English Language Arts RL9-10.5,6,7,10; RI9-10.3,5,6,7,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Social-Awareness: demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

3. Use annotation strategies to make broad connections among key details and vocabulary
   NJ Student Learning Standards for English Language Arts RL9-10.3,4; RI9-10.3,4; L9-10.4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals
      Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

4. Explore a broad range of narrative and poetic forms and identify their relationships to an author's purpose
   NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,5; L9-10.5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings. Responsible Decision-Making: evaluate personal, ethical, safety and civic impact of decisions

5. Identify and analyze the elements of theme, plot, structure, setting, symbols, characterization, tone, and point of view, and how they individually and/or collectively pertain the author's purpose
   NJ Student Learning Standards for English Language Arts RL9-10.1,2,4,5,6; RI9-10.4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   New Jersey Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals

6. Compare and contrast the representations of different themes between two texts of different genres or media
   NJ Student Learning Standards for English Language Arts RL9-10.7,9
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
       Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings

7. Identify and analyze the use of stylistic techniques (e.g. irony, foreshadowing, symbolism and figurative language) as they pertain to tone, mood, diction, connotation and author's purpose
   NJ Student Learning Standards for English Language Arts RL9-10.5,6; RI9-10.5,6; L.9-10.3,5
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others

8. Identify the relationship between the elements of literature and those of other art forms, such as film, music, and artwork
   NJ Student Learning Standards for English Language Arts RL9-10.7, RI9-10.7
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals

B. Through a variety of **writing experiences**, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Practice the writing process of brainstorming/pre-writing, drafting, revising, editing and reflecting using a variety of writing forms and styles
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,4,5; L.9-10.1,2,3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

2. Experiment with varying tone, diction, purpose, mood, connotation, and other nuances of language across a variety of written forms
   NJ Student Learning Standards for English Language Arts W.9-10.2,3,4,10; L.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

3. Construct analytical paragraphs and cogent multi-paragraph essays
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
      and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*

4. Compose organized introductory paragraphs with a hook and a thesis statement
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
      and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*

5. Compose a tri-part thesis statement that presents an argument on a prescribed essay topic; gain exposure to other models of thesis statements
   NJ Student Learning Standards for English Language Arts W.9-10.1,4,5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
      and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*

6. Compose body paragraphs that support a cohesive thesis (e.g. tri-part or implied) using specific and appropriate textual evidence
   NJ Student Learning Standards for English Language Arts W.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
      and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*

7. Organize body paragraphs as a cohesive unit using transitional words and phrases within and between paragraphs.
   NJ Student Learning Standards for English Language Arts W9-10.4; L9-10.3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
      and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*

8. Select and appropriately utilize textual evidence (e.g. quoting, providing context and paraphrasing).
   NJ Student Learning Standards for English Language Arts W.9-10.1,24,8,9,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
      and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*

9. Produce logical conclusions that demonstrate the significance of an argument or exposition.
   New Jersey Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
      and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*

10. Identify and correct errors in sentence structure such as sentence fragments, run-on sentences, sentence agreements, case, verb forms and modifiers
    NJ Student Learning Standards for English Language Arts W.9-10,1,2,3,5; L.9-10.1,2,3,6
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
       *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
       and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*
       Relationship Skills: utilize positive communication and social skills to interact effectively with others
       Self-Awareness: recognize one's personal traits, strengths and limitations

English I
First Reading 6/11/2019

11. Use teacher guided checklists and reflection questions to evaluate process (e.g. brainstorming/pre-writing, drafting, revising, editing and polishing) and product; use self-reflection to improve technique on subsequent writing tasks
New Jersey Student Learning Standards for English Language Arts W.9-10.10
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Relationship Skills: utilize positive communication and social skills to interact effectively with others
   Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

C.   Through a variety of **research-based** projects designed to build research and media science skills, students:

1.   Use a variety of note taking skills to gather relevant and appropriate data (e.g. Pathfinders, databases, etc.)
NJ Student Learning Standards for English Language Arts W.9-10.8, RI.9-10.8
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

2.   Locate a source and evaluate its credibility
NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.7-8
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Management: Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

3.   Analyze, synthesize and organize the data collected data using a variety of outline formats/graphic organizers
NJ Student Learning Standards for English Language Arts RI.9-10.7,8,9; W.9-10.9
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

4.   Understand and produce proper formatting of bibliographies, works cited pages, and internal citations
NJ Student Learning Standards for English Language Arts W.9-10.8
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

5. Present evidence and/or data through oral, written or technical means
   NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.6; SL.9-10.1,4,5; L.9-10.2
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   > *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*
   > *Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills*
   > *Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.*

D. Through a variety of **communication** experiences, students:

1. Increase confidence and fluency when reading aloud
   NJ Student Learning Standards for English Language Arts SL.9-10.1,4;L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
   > *Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed*
   > *Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges*

2. Work cooperatively in both small and large groups by actively listening and appropriately responding to the opinions of others
   NJ Student Learning Standards for English Language Arts SL.9-10.1,3,4; L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   > *Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed*
   > *Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations*

3. Convey points of view through writing and speaking
   NJ Student Learning Standards for English Language Arts SL.9-10.1; L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   > *Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed*
   > *Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations*

4. Report findings from partnerships and small groups in brief and informal presentations, and begin to prepare for, engage in, and reflect on the outcomes of formal independent presentations
   NJ Student Learning Standards for English Language Arts SL9-10.2,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   > *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*
   > *Relationship Skills: utilize positive communication and social skills to interact effectively with others*

5. Use technology to present evidence and/or data
   NJ Student Learning Standards for English Language Arts SL.9-10.1,6; L.9-10.1,4,5,6
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
     and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
     Relationship Skills: utilize positive communication and social skills to interact effectively with others

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

A vast array of topics pertaining to the diversity of people and cultures are integrated into the curriculum. When developing units of study and selecting corresponding texts, teachers may choose from a variety of essential questions, listed below, which include writers and subjects that reflect our multi-cultural world. Research and writing assignments may be designed so students have opportunities to investigate people, places and cultures. The reading materials are compiled for teachers to deepen and enrich the thematic study as well as differentiate resources for students, based on their interests and readiness (Appendix V). Teachers may also augment their instruction with supplemental materials of their own choosing. The suggested timeframe for selected units of study is six to eight weeks.

A. Literature:

1. What is identity?
   a. How does one discover his/her identity?
   b. How does one express his/her identity?
   c. How and why does an individual's identity change over time?
2. How does one's environment affect one's identity?
   a. How does one's country, neighborhood, and/or home life impact the way one views him/herself?
   b. How does one's country, neighborhood, and/or home life impact the way one views the world?
   c. How does one's country, neighborhood, and/or home life impact the way one views his/her place in society?
3. How does war affect people?
   a. How does one's level of involvement (civilian, victim, soldier and/or student) in a war affect his/her life?
   b. How does war affect relationships?
   c. How do lives change before, after and during a war?
4. How does being different or being in the minority shape one's identity?
   a. How does one's race, culture, gender, religion, disability, illness and/or socio-economic status impact the way one views him/herself?
   b. How does one's race, culture, gender, religion, disability, illness and/or socio-economic status impact the way one views the world?
   c. How does one's race, culture, gender, religion, disability, illness and/or socio-economic status impact the way one views his/her place in society?

5. How does one form different relationships?
    a. How do biases, stereotypes and prejudices affect relationships?
    b. How does one choose with whom he/she forms relationships?
    c. What determines whether a relationship succeeds or fails?
6. How does one's personality impact the way he/she lives his/her life?
    a. How does attitude affect decision making?
    b. How do people balance their strengths and weaknesses?
    c. How does personality impact the way people respond to adversity?
7. How do heroes influence individuals and communities?
    a. What are some specific types of heroes?
    b. How do personal definitions of heroes compare to those of society?
    c. What are the characteristics of a hero?
    d. Does every person and community need a hero?
8. How and why does one create personal, political social and/or cultural changes?
    a. How can one voice impact a group both in a positive and negative ways?
    b. To what extent is an individual responsible to stand up for what is right?
    c. What conditions must exist to enable one person to make a difference?
9. How does a child become an adult?
    a. How does the loss of innocence impact one's journey to adulthood?
    b. What role do rites of passage have in becoming an adult?
    c. What constitutes an adult (age, experience, loss of innocence, etc.)?
10. How do stories, legends and myths preserve the identity of a culture?
    a. What purpose do stories, legends and myths serve?
    b. What do we learn about a culture by reading stories, legends and myths?
    c. Why have these stories, legends and myths survived?

B. Writing:

Students write in various modes and for different purposes; their craft is nurtured through frequent engagement in process writing. Initially, this course hones composition skills by relying on the traditional five-paragraph essay archetype. As students develop dexterity, teachers gradually introduce increasingly more complex written forms, necessitating the utilization of compelling textual evidence and thoughtful analysis. In addition to process writing, students are routinely charged with producing shorter, informal written pieces to document their thinking (e.g. response to an essential question; response in the voice of a character; etc.). Over the course of the year students accumulate a wide range of artifacts reflecting their understanding of the writing process. The sequence of writings is coordinated with the overall organization of the course, and typically includes:

1. Literary writing
2. Personal essay
3. Analytical essay
4. Argumentative essay
5. In-class timed writing
6. Research tasks
7. Self-reflection and goal setting

C. Research:

Students continue to develop research skills through a series research projects scheduled Throughout the year. Each project focuses on selected elements of the research process and results in a presentation of the research through written, oral, or technical means.

D. Communication:

Communication lies at the heart of an inquiry-based approach and remains the most vital aspect of students' creation of knowledge based on their prior experiences. Students continually participate in class discussions relating to life, literature, and the writing process; they listen to and examine a variety of media in conjunction to the commentary of their peers. Structured class discussions, in the form of partnerships, small groups, and whole class, serve as a conduit for student learning, and an important precursor to written analysis. Students practice active listening and become more adept at adding value to a conversation.

IV. **INSTRUCTIONAL TECHNIQUES**

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the needs of students of varying abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical and creative thinking and all modes of communication. A combination of techniques, emphasizing learning intentions, learning strategies, feedback and instructional delivery - and differentiated as needed - is strongly recommended; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
   1. Close reading of mentor texts or assignment exemplars
   2. Modeled thinking and/or application
   3. Repeated reading
   4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
   1. Classroom discussion - whole group, small group, and/or partnerships
      a. Essential questions
      b. Text dependent questions
      c. Conversation markers
      d. Debate
      e. Socratic seminar
      f. Fishbowl
   2. Writing to learn
      a. Concept mapping
         1) Annotating
         2) Note-taking
         3) Graphic organizing
         4) Outlining
      b. Prediction
      c. Journaling
      d. Summary and analysis

      e. Learning logs
      f. Do-now and/or exit slip
      g. Fictional dialogue
      h. Free write
   3. Collaborative learning with peers - small group and/or partnerships
      a. Literature circle/book club protocols
      b. Jigsaw
      c. Inquiry learning
      d. Reciprocal teaching
      e. Peer feedback

C. Metacognition
   1. Self-questioning
   2. Questions to guide learning
   3. Strategy monitoring (e.g. learning logs; "What helped me learn today?")
   4. Transfer monitoring (e.g. "How do I know I learned…?")

D. Interdisciplinary connections
   1. Outside presenters
   2. Field trips
   3. Virtual field trips

V. <u>EVALUATION</u>

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments is utilized, and differentiated as needed, to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
   1. Pre-tests
   2. Class discussions/debates - partnerships, small group, or whole class
   3. Self-assessment and goal setting
   4. Conferencing
   5. Anecdotal teacher records

B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
   1. Process writing components
   2. Quizzes
   3. Annotations
   4. Text dependent questions
   5. Concept maps, outlines, and/or graphic organizers
   6. Self-assessment

7. Peer assessment
8. Journals
9. Class discussions/debates - partnerships, small group, or whole class
10. Presentations - individual, partnered, and small group
11. Fishbowl
12. Socratic Seminar
13. Conferencing
14. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

1. Tests; post-assessments (e.g. essential questions; text dependent questions)
2. Timed writings
3. Self-assessment
4. Final draft essays
5. Creative writing pieces
6. Evidence-based projects
7. Portfolios
8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar

VI. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher's professional development:
A. Observing colleagues' classes to gather and share ideas
B. Attending professional development courses to learn about instructional strategies relevant to the course objectives and course materials
C. Attending conferences relating to differentiated instruction, technology, diversity, etc.
D. Consulting peer-reviewed print and digital professional learning resources such as professional periodicals and professional websites

APPENDIX I:

New Jersey Student Learning Standards for
English Language Arts 9-10

Progress Indicators for Reading Literature

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source

material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details
RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").

B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Progress Indicators for Language

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. Use parallel structure.
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at *http://www.nj.gov/njded/cccs/.*

APPENDIX III:

New Jersey Core Curriculum Content Standards for
21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX V:

Suggested Supplemental Resource Pairings - English1 (2010 and 2011)

A subcommittee of the Westfield High School English Department maintains a list of suggested supplemental resource pairings for the most widely utilized English 1 texts. As a living document, this list is regularly updated to reflect connections with current events and contemporary works;

The entire document may be viewed
at:*https://docs.google.com/document/d/1t4mFQ4O2bkO2N2emUJSFs1c9inBnwNS1UpLaKcSeWr8/edit?usp=sharing*.

English I
First Reading 6/11/2019

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

ENGLISH II: PERSPECTIVES IN BRITISH COMMONWEALTH LANGUAGE AND LITERATURE - 2021 and 2020

Schools .... Westfield High School

Department ....English

Length of Course .... One Year

Credits..5

Grade Level 10

Prerequisite......................................2010 or 2011

Date...

I. RATIONALE, DESCRIPTION AND PURPOSE

In keeping with the New Jersey Student Learning Standards, this curriculum will fulfill New Jersey State guidelines for tenth grade Language Arts requirements.

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop the student's critical and creative consciousness through reading, writing, speaking, listening, and viewing. We place our emphasis on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. We seek to study language in a variety of genres and perspectives. To these ends, this curriculum stresses critical thinking, problem solving, personal expression, cooperative learning, research and technological skills, awareness of diversity, and respect for the human voice in its many and varied expressions.

Perspectives in British Commonwealth Language and Literature is the required sophomore English course. The main aim of the course is to explore the power of language and the commonality of human experience through a comparative study of written and oral expression. English II builds on the English I curriculum, which focuses on forging independent identities of a personal and cultural nature and on the fundamental elements of literature and composition. English II broadens the scope of English I to include a wider variety of literary genres and to examine more closely authors' language, techniques, and styles. The texts studied in this course draw heavily from the literature of the former and existing nations of the British Commonwealth. The course emphasizes the use of language; authors' approaches to subject and genre; thematic connections spanning temporal, social,

English II
First Reading 6/11/2019

national, and cultural distances; and growth from the personal perspective to the universal one. The study of literature is complemented by an emphasis on the writing process to develop skills in expository prose, personal, narrative, and research-based writing. Students also develop an extended understanding of the contextual use of grammar and vocabulary. Incorporating a variety of pedagogical approaches, the course provides experience in all forms of communication: reading, writing, speaking, listening, and viewing.

II. **OBJECTIVES**

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of **reading experiences**, using an inquiry-based approach to world literature, students:

1. Examine and investigate the many voices which comprise the literary tradition of the British Commonwealth, ranging from its most ancient texts through the modern day
   NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,6,10, RI9-10.1,2,3,6,10
   NJ Student Learning Standards for Social Studies 6.3
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
       Social-Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

2. Analyze and evaluate works representative of major movements and styles in the British literary tradition, including ancient, medieval, Renaissance, Victorian, Modern, and/or Post-Modern literature
   NJ Student Learning Standards for English Language Arts RL9-10.5,6,7,10; RI9-10.3,5,6,7,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Social-Awareness: demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

3. Develop annotation strategies that encourage an awareness of, and connection to, more abstract concepts from the text
   NJ Student Learning Standards for English Language Arts RL9-10.3,4; RI9-10.3,4; L9-10.4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals
       Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

4. Analyze and evaluate an author's message about significant themes (e.g. heroism, leadership, social justice, relationships, and human nature)
   NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,5; L9-10.5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   > *Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges*
   > *Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings. Responsible Decision-Making: evaluate personal, ethical, safety and civic impact of decisions*

5. Develop increased independence in identifying and analyzing the elements of theme, plot, structure, setting, symbols, characterization, tone, and how they individually and/or collectively pertain to the author's purpose
   NJ Student Learning Standards for English Language Arts RL9-10.1,2,4,5,6; RI9-10.4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   New Jersey Competencies for Social and Emotional Learning
   > *Self-Management: recognize the skills needed to establish and achieve personal and educational goals*

6. Compare and contrast the representations of different themes, literary devices and archetypal styles between two texts of different genres or media
   NJ Student Learning Standards for English Language Arts RL9-10.7,9
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   > *Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges*
   > *Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings*

7. Identify, analyze and evaluate an author's stylistic techniques (e.g. tone, diction, purpose, mood, connotation, and other nuances of language) as they pertain to the purpose and the work's effectiveness
   NJ Student Learning Standards for English Language Arts RL9-10.5,6; RI9-10.5,6; L.9-10.3,5
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   > *Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others*

8. Examine the relationship between the elements of literature and those of other art forms, such as film, music, and artwork
   NJ Student Learning Standards for English Language Arts RL9-10.7, RI9-10.7
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   > *Self-Management: recognize the skills needed to establish and achieve personal and educational goals*

B. Through a variety of **writing experiences**, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Build on previously established process writing skills by practicing brainstorming/pre-writing, drafting, revising, editing and reflecting across a variety of writing forms and styles
    NJ Student Learning Standards for English Language Arts W.9-10.1,2,4,5; L.9-10.1,2,3
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

2. Vary tone, diction, purpose, mood, connotation, and other nuances of language across a variety of written forms
    NJ Student Learning Standards for English Language Arts W.9-10.2,3,4,10; L.9-10.1,2
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

3. Build on previously established skills to construct increasingly clear, cogent, analytical paragraphs and multi-paragraph essays
    NJ Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

4. Write introductions that are engaging, clear and relevant to the controlling purpose of the thesis
    NJ Student Learning Standards for English Language Arts W.9-10.1,2,4
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

5. Compose a unifying thesis statement, which diverts from the tri-part formula, in response to an analytical prompt
    NJ Student Learning Standards for English Language Arts W.9-10.1,4,5
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

6. Compose body paragraphs that support a cohesive thesis (e.g. tri-part or implied) using specific and appropriate textual evidence
    NJ Student Learning Standards for English Language Arts W.9-10.1,2
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

7. Demonstrate logical and fluid organization through the use of transitional words and phrases both between and within paragraphs
   NJ Student Learning Standards for English Language Arts W9-10.4; L9-10.3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

8. Select appropriate textual evidence and smoothly incorporate it into an argument or exposition
   NJ Student Learning Standards for English Language Arts W.9-10.1,24,8,9,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

9. Develop conclusions that demonstrate the significance of an argument or exposition
   New Jersey Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2
   New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

10. Develop increased variety in vocabulary, and increased awareness of grammatical conventions (e.g. sentence structure to fit purpose and audience needs)
    NJ Student Learning Standards for English Language Arts W.9-10,1,2,3,5; L.9-10.1,2,3,6
    New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
        Relationship Skills: utilize positive communication and social skills to interact effectively with others
        Self-Awareness: recognize one's personal traits, strengths and limitations

11. Use teacher-provided checklists and reflection questions for peer- and self-revision; evaluate process (e.g. brainstorming/ pre-writing, drafting, revising, editing and polishing) and product; use self-reflection to improve techniques on subsequent writing tasks
    New Jersey Student Learning Standards for English Language Arts W.9-10.10
    New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
        Relationship Skills: utilize positive communication and social skills to interact effectively with others
        Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

C. Through a variety of **research-based** projects designed to build research and   media science skills, students:

1. Select and pursue topics for research that are appropriate in scope and difficulty (e.g. literary criticism, historical background, biographical information, or current events and issues)

    NJ Student Learning Standards for English Language Arts W.9-10.8, RI.9-10.8
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
    NJ Competencies for Social and Emotional Learning
    Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
    Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

2. With increased independence, select sources and evaluate their credibility

    NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.7-8
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    Self-Management: Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
    Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills
    Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

3. Analyze, synthesize and organize researched evidence into a work of writing

    NJ Student Learning Standards for English Language Arts RI.9-10.7,8,9; W.9-10.9
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
    Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
    Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

4. Understand and produce proper MLA formatting for internal documentation and Works Cited page for multiple source types, such as books, newspaper articles, and/or videos

    NJ Student Learning Standards for English Language Arts W.9-10.8
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
    Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
    Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

5. Present information gathered through oral, written, and/or use of various technical methods

    NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.6; SL.9-10.1,4,5; L.9-10.2
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
    Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
    Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.

D. Through a variety of **communication** experiences, students:
1. Increase confidence in expressing individual opinions
   NJ Student Learning Standards for English Language Arts SL.9-10.1,4;L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
      Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
2. Contribute to partnership, group and class discussions by carefully listening to, building upon, and appropriately responding to the opinions of others
   NJ Student Learning Standards for English Language Arts SL.9-10.1,3,4; L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
      Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations
3. Speak and write logically, clearly, concisely and creatively
   NJ Student Learning Standards for English Language Arts SL.9-10.1; L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
      Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations
4. Report findings from partnerships and small groups in brief and informal presentations; prepare for, engage in, and reflect on the outcomes of formal independent presentations
   NJ Student Learning Standards for English Language Arts SL9-10.2,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Relationship Skills: utilize positive communication and social skills to interact effectively with others
5. Use technology to create or share visual aids that support an oral presentation
   NJ Student Learning Standards for English Language Arts SL.9-10.1,6; L.9-10.1,4,5,6
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Relationship Skills: utilize positive communication and social skills to interact effectively with others

III. **CONTENT, SCOPE AND SEQUENCE**

A. Literature

The content, scope and sequence of the literature dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility to differentiate the selection of texts according to the individual's and class's readiness and interest levels within a thematic or chronological structure. In addition, the inclusion of a broad range of literary voices honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes the culture of the British Commonwealth. When selecting texts, teachers may choose from a variety of essential questions, listed below, which include writers and subjects that reflect our multi-cultural world. Research and writing assignments may be arranged so students have opportunities to investigate people, places and cultures. The reading materials are compiled for teachers to deepen and enrich the thematic study as well as differentiate resources for students, based on their interests and readiness (Appendix v). Teachers may also augment their instruction with supplemental materials of their own choosing. The suggested timeframe for selected units of study is six to eight weeks.

Suggestions for the course include the following models:
1. Chronological
   a. The Ancient World
   b. The Middle Ages
   c. The Renaissance
   d. The Age of Reason/The Enlightenment
   e. The Romantic Period
   f. The Industrial Age
   g. The Contemporary World
2. Thematic:
   a. How does the hero represent the social morals and attitudes of a given society?
      1) What characteristics of a hero are universal and why?
      2) Can a hero's actions alter a society's values? Why or why not?
      3) Why do societies and individuals need heroes? Can a community be successful without heroic individuals?
   b. How do cultures define one's coming-of age and what does it reveal about the culture?
      1) What are the universal qualities and distinctions implicit in coming-of-age/maturation/initiation? What do these common characteristics reveal about humankind?
      2) How and why do cultures set different maturation expectations for males and females? Is it fair?
      3) What happens when individuals resist or reject this maturation process?

       c. How does the clash of various cultures affect the individuals in a given society?
- 1) Who suffers most when cultures engage in a dispute?
- 2) How does an individual cope when they are a member of both cultures?
- 3) What role does the individual have in quelling culture disputes?
- 4) How and why do individuals, communities and governments perpetuate these clashes?

       d. In what ways does the duality of human nature affect not only the individual, but also society?
- 1) Does every individual have two sides to his/her personality?
- 2) Are individuals inherently good or inherently evil?
- 3) What causes people to act in ways which are against their values?
- 4) Why do some societies accept corruption while others fight against it?

       e. How and why do some individuals attempt to overcome prejudices inherent in society?
- 1) Where do prejudices originate?
- 2) Why do many societies accept prejudices?
- 3) What are the consequences for those who reject prejudices?

       f. How does the quest for power impact the individual and society?
- 1) What motivates an individual to seek power?
- 2) Why do some manage power well while others fail?
- 3) How do corrupt or evil individuals gain power?

B. Written Expression

The composition component of the course is designed to offer teachers flexibility to differentiate written assignments according to the diverse needs/interests of the students. Students are encouraged to gain confidence and skill in the written expression of their own voices and to write about their own life experiences as well as literary text. Students write in various modes and for different purposes. There is ample time provided for the writing process, including drafting, conferencing, re-writing, and publishing. In this course students expand their essay writing skills by composing numerous expository and argumentative essays which reach beyond the five-paragraph format. As the school year advances, teachers introduce students to increasingly complex and sophisticated written assignments. Students also utilize many literary or informational texts to support a thesis statement and provide critical insight into a topic. Additionally, students write many process and informal pieces. Over the course of the year students develop a writing portfolio that reflects their understanding of the writing process. The sequence of writings is coordinated with the overall organization of the course.

This portfolio may include:
1. Literary writing:
    a. Poems
    b. Character sketches
    c. Literary additions
    d. Memoir
    e. Dramatic script
    f. Fictional diary
    g. Dramatic/interior monologue
2. Sustained analytical writing (3-5 pages)
3. Argumentative writing
4. Expressive responses to literature
5. In-class timed writing
6. Research writing
7. Reflection on year's work

C. Research

The content, scope and sequence of the research dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility to guide selected topics according to individual readiness and interest levels. Students experience the following essential stages of the research process:
1. Data gathering
2. Analyzing, synthesizing, and organizing data
3. Mechanical conventions, e.g. bibliography, in-text citations, etc.
4. Oral, visual and written presentation

D. Communication

Communication lies at the heart of an inquiry-based approach and remains the most vital aspect of students' creation of knowledge based on their prior experiences. Students continually participate in class discussions relating to life, literature, and the writing process while developing an understanding that it is the conversation amongst peers which plays the most significant role in a student's relationship with his or her learning. In addition, students consume a variety of media in order to critically compare, contrast, and analyze an author's message and its effectiveness. Students concurrently practice active listening and become proficient at continuing a conversation by directly responding to previously stated comments.

IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the needs of students of varying abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical and creative thinking and all modes of communication. A combination of techniques, emphasizing learning intentions, learning strategies, feedback and instructional delivery - and differentiated as needed - is strongly recommended; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
   1. Close reading of mentor texts or assignment exemplars
   2. Modeled thinking and/or application
   3. Repeated reading
   4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
   1. Classroom discussion - whole group, small group, and/or partnerships
      a. Essential questions
      b. Text dependent questions
      c. Conversation markers
      d. Debate
      e. Socratic seminar
      f. Fishbowl
   2. Writing to learn
      a. Concept mapping
         1) Annotating
         2) Note-taking
         3) Graphic organizing
         4) Outlining
      b. Prediction
      c. Journaling
      d. Summary and analysis
      e. Learning logs
      f. Do-now and/or exit slip
      g. Fictional dialogue
      h. Free write
   3. Collaborative learning with peers - small group and/or partnerships
      a. Literature circle/book club protocols
      b. Jigsaw
      c. Inquiry learning
      d. Reciprocal teaching
      e. Peer feedback

C. Metacognition
   1. Self-questioning
   2. Questions to guide learning
   3. Strategy monitoring (e.g. learning logs; "What helped me learn today?")
   4. Transfer monitoring (e.g. "How do I know I learned…?")

D. Interdisciplinary connections
   1. Outside presenters
   2. Field trips
   3. Virtual field trips

V. <u>EVALUATION</u>

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques are utilized, and differentiated as needed, to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
   1. Pre-tests
   2. Class discussions/debates - partnerships, small group, or whole class
   3. Self-assessment and goal setting
   4. Conferencing
   5. Anecdotal teacher records

B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
   1. Process writing components
   2. Quizzes
   3. Annotations
   4. Text dependent questions
   5. Concept maps, outlines, and/or graphic organizers
   6. Self-assessment
   7. Peer assessment
   8. Journals
   9. Class discussions/debates - partnerships, small group, or whole class
   10. Presentations - individual, partnered, and small group
   11. Fishbowl
   12. Socratic Seminar
   13. Conferencing
   14. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.
   1. Tests; post-assessments (e.g. essential questions; text dependent questions)
   2. Timed writings
   3. Self-assessment
   4. Final draft essays
   5. Creative writing pieces
   6. Evidence-based projects
   7. Portfolios
   8. Presentations - individual, partnered, and small group
   9. Fishbowl
   10. Socratic Seminar

VI. **PROFESSIONAL DEVELOPMENT**

The following are recommended components of the teacher's professional development:
A. Observing colleagues' classes to gather and share ideas
B. Attending professional development courses to learn about instructional strategies relevant to the course objectives and course materials
C. Attending conferences relating to differentiated instruction, technology, diversity, etc.
D. Consulting peer-reviewed print and digital professional learning resources such as professional periodicals and professional websites

APPENDIX I:

New Jersey Student Learning Standards for
English Language Arts 9-10

Progress Indicators for Reading Literature

Key Ideas and Details
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge
W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").

B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Progress Indicators for Language

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. Use parallel structure.
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at *http://www.nj.gov/njded/cccs/.*

APPENDIX III:

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX V:

Suggested Supplemental Resource Pairings - English1 (2010 and 2011)

A subcommittee of the Westfield High School English Department maintains a list of suggested supplemental resource pairings for the most widely utilized English 1 texts. As a living document, this list is regularly updated to reflect connections with current events and contemporary works;

The entire document may be viewed at*: https://docs.google.com/document/d/1Zr1Hsg2P-RTveXuhY7Wo9s4EjmIdDG7bcilG3djOvdM/edit?usp=sharing*

English II
First Reading 6/11/2019

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

ENGLISH II HONORS: EXPOLORING PERSPECTIVES IN BRITISH COMMONWEALTH LANGUAGE AND LITERATURE - 2023

Schools .... Westfield High School
Department ....English
Length of Course .... One Year
Credits...5
Grade Level 10
Prerequisite.................... Teacher recommendation
Date...

I. RATIONALE, DESCRIPTION AND PURPOSE

In keeping with the New Jersey Student Learning Standards, this curriculum will fulfill New Jersey State guidelines for tenth grade Language Arts requirements.

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop the student's critical and creative consciousness through reading, writing, speaking, listening, and viewing. We place our emphasis on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. We seek to study language in a variety of genres and perspectives. To these ends, this curriculum stresses critical thinking, problem solving, personal expression, cooperative learning, research and technological skills, awareness of diversity, and respect for the human voice in its many and varied expressions.

English II Honors: Exploring Perspectives in British Commonwealth Language and Literature is an advanced version of the required sophomore English course for the student who satisfies the following qualifications:

A. A love of language and literature

B. Independence as a learner

C. The willingness and ability to think critically, analytically, and creatively

D. Active engagement in class

E. The ability to make thoughtful and independent contributions to discussions

F. The willingness to challenge others' viewpoints in written work and discussion

G. The ability to write in various modes

H. The willingness to take risks and experiment with a range of styles, forms, and approaches

I. The acceptance of constructive criticism

J. A commitment to rigorous revision and editing

K. The ability to read and analyze complex texts

L. The willingness and ability to assess accurately one's own learning

M. Effective time management

N. Consistent A/B+ performance

English II Honors parallels the regular English curriculum. The honors level is an advanced program for the tenth grade student who demonstrates not only mature motivation and genuine commitment to learning but also sensitivity to effective writing and literature. The students in the honors level course read more extensively, study and discuss literature at greater depth, and write more comprehensive and varied compositions. The course also requires work that is more independent.

The main aim of the course is to explore the power of language and the commonality of human experience through a comparative study of written and oral expression. English II builds on the English I curriculum, which focuses on forging independent identities of a personal and cultural nature and on the fundamental elements of literature and composition. English II broadens the scope of English I to include a wider variety of literary genres and to examine more closely authors' language, techniques, and styles. The texts studied in this course draw heavily from the literature of the former and existing nations of the British Commonwealth. The course emphasizes the use of language; authors' approaches to subject and genre; thematic connections spanning temporal, social, national, and cultural distances; and growth from the personal perspective to the universal one.

The study of literature is complemented by an emphasis on the writing process to develop skills in expository, personal, creative, narrative, and research-based writing. Students are expected to initiate writing conference time. Students also develop an extended understanding of the contextual use of grammar and vocabulary. Incorporating a variety of pedagogical approaches, the course provides experience in all forms of communication: reading, writing, speaking, listening, and viewing, with a focus on critical and creative thinking.

II. **OBJECTIVES**

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of **reading experiences**, using an inquiry-based approach to world literature, students:

1. Apply knowledge of literary theory and schools of criticism to examine and investigate the many voices which comprise the literary tradition of the British Commonwealth, ranging from its most ancient texts through the modern day

   NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,6,10, RI9-10.1,2,3,6,10
   NJ Student Learning Standards for Social Studies 6.3
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
   Social-Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

2. Apply knowledge of literary theory and schools of criticism to analyze and evaluate several works repetitive of major movements and styles in the British literary tradition, including ancient, medieval, Renaissance, Victorian, Modern, and/or Post-Modern literature

   NJ Student Learning Standards for English Language Arts RL9-10.5,6,7,10; RI9-10.3,5,6,7,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Social-Awareness: demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

3. Deepen understanding and application of annotation strategies that encourage an awareness of, and connection to, abstract concepts from the text

   NJ Student Learning Standards for English Language Arts RL9-10.3,4; RI9-10.3,4; L9-10.4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

4. Infer, analyze and evaluate an author's nuanced messages about significant themes (e.g. heroism, leadership, social justice, relationships, and human nature)

   NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,5; L9-10.5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings. Responsible Decision-Making: evaluate personal, ethical, safety and civic impact of decisions

5. Develop increased independence in identifying and analyzing the elements of theme, plot, structure, setting, symbols, characterization, tone, and point of view and their relationship to the author's purpose in a variety of advanced works

   NJ Student Learning Standards for English Language Arts RL9-10.1,2,4,5,6; RI9-10.4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   New Jersey Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals

6. Compare and contrast the representations of different themes, literary devices and archetypal styles between two texts of different genres or media and draw conclusions about their usages
   NJ Student Learning Standards for English Language Arts RL9-10.7,9
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings

7. Identify, analyze and evaluate an author's more nuanced techniques, and consider their relationship to the author's purpose and the work's effectiveness
   NJ Student Learning Standards for English Language Arts RL9-10.5,6; RI9-10.5,6; L.9-10.3,5
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others

8. Examine the relationship between the elements of literature and those of other art forms, such as film, music, and artwork
   NJ Student Learning Standards for English Language Arts RL9-10.7, RI9-10.7
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals

B. Through a variety of **writing experiences**, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Build on previously established process writing skills by practicing brainstorming/pre-writing, drafting, revising, editing and reflecting across a variety of writing forms and styles with increased sophistication and independence
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,4,5; L.9-10.1,2,3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

2. Demonstrate a sophisticated ability to vary tone, diction, purpose, mood, connotation, and other nuances of language across a variety of written forms
   NJ Student Learning Standards for English Language Arts W.9-10.2,3,4,10; L.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

3. Build on previously established skills to construct increasingly clear, cogent, multi-paragraph essays that convey original analysis
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

4. Write introductions in a variety of modes that are engaging, clear and relevant to the controlling purpose of the thesis
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

5. Compose a unifying thesis statement that expresses a position in response to deep analysis of text, and utilizes a structure that best fits the purpose, audience and genre
   NJ Student Learning Standards for English Language Arts W.9-10.1,4,5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

6. Expand on details in body paragraphs with increased and insightful analysis
   NJ Student Learning Standards for English Language Arts W.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

7. Demonstrate logical and fluid organization through the deliberate use of transitional words and phrases both between and within paragraphs
   NJ Student Learning Standards for English Language Arts W9-10.4; L9-10.3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

8. Smoothly and effectively incorporate appropriate textual evidence into an argument or exposition, demonstrating an advanced understanding of the text and the topic
   NJ Student Learning Standards for English Language Arts W.9-10.1,24,8,9,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

9. Develop logical and sophisticated conclusions that demonstrate the significance of an argument or exposition
   New Jersey Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2
   New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

10. Develop increased variety in vocabulary, and increased awareness of grammatical conventions (e.g. sentence structure, modifiers, and punctuation to fit purpose and audience needs)
    NJ Student Learning Standards for English Language Arts W.9-10,1,2,3,5; L.9-10.1,2,3,6
    New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
        Relationship Skills: utilize positive communication and social skills to interact effectively with others
        Self-Awareness: recognize one's personal traits, strengths and limitations

11. Use teacher-provided checklists and reflection questions for peer- and self-revision; evaluate process (e.g. brainstorming/ pre-writing, drafting, revising, editing and polishing) and product; use self-reflection to improve techniques on subsequent writing tasks

New Jersey Student Learning Standards for English Language Arts W.9-10.10
New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Relationship Skills: utilize positive communication and social skills to interact effectively with others
   Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

C. Through a variety of **research-based** projects designed to build research and media science skills, students:

1. Use inquiry to select and pursue topics for research that are appropriate in scope and difficulty (e.g. literary criticism, historical background, biographical information, or current events and issues)

   NJ Student Learning Standards for English Language Arts W.9-10.8, RI.9-10.8
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

2. With increased independence, select and evaluate the credibility of sources from a variety of genres and publications

   NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.7-8
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills
      Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

3. Analyze, synthesize and organize researched evidence into a work of writing appropriate to the purpose, audience, and genre

   NJ Student Learning Standards for English Language Arts RI.9-10.7,8,9; W.9-10.9
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
      Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

4. Understand and produce proper MLA formatting for internal documentation and Works Cited page for multiple source types, such as books, newspaper articles, and/or videos
   NJ Student Learning Standards for English Language Arts W.9-10.8
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
      Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

5. Present information gathered through oral, written, and/or use of various technical methods
   NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.6; SL.9-10.1,4,5; L.9-10.2
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
      Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.

D. Through a variety of **communication** experiences, students:

1. Increase confidence in expressing individual opinions while engaging in scholarly dialogue
   NJ Student Learning Standards for English Language Arts SL.9-10.1,4;L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
      Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

2. Contribute to and sustain small group, partnership and class discussions by carefully listening to, building upon, and appropriately responding to the opinions of others
   NJ Student Learning Standards for English Language Arts SL.9-10.1,3,4; L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
      Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations

3. Speak and write logically, clearly, concisely, and creatively, experimenting sophisticated language and structures, including that of literary theory and the schools of criticism
   NJ Student Learning Standards for English Language Arts SL.9-10.1; L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
      Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations

4. Report findings from partnerships and small groups in brief and informal presentations; prepare for, engage in, and reflect on the outcomes of formal independent presentations
    NJ Student Learning Standards for English Language Arts SL9-10.2,4,5,6
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Relationship Skills: utilize positive communication and social skills to interact effectively with others
5. Use technology to create or share visual aids that support an oral presentation
    NJ Student Learning Standards for English Language Arts SL.9-10.1,6; L.9-10.1,4,5,6
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Relationship Skills: utilize positive communication and social skills to interact effectively with others

III. CONTENT, SCOPE AND SEQUENCE

The content of the English II Honors course in large part parallels that of the college preparatory English curriculum because the same literary texts can be made accessible to both student populations. Essentially, each unit in the honors course entails greater depth and breadth of research and analysis, which is reflected in the reading and writing requirements.

A. Literature

   The content, scope and sequence of the literature dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility to differentiate the selection of texts according to the individual's and class's readiness and interest levels within a thematic or chronological structure. In addition, the inclusion of a broad range of literary voices honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes the culture of the British Commonwealth. When selecting texts, teachers may choose from a variety of essential questions, listed below, which include writers and subjects that reflect our multi-cultural world. Research and writing assignments may be arranged so students have opportunities to investigate people, places and cultures. The reading materials are compiled for teachers to deepen and enrich the thematic study as well as differentiate resources for students, based on their interests and readiness (Appendix V). Teachers may also augment their instruction with supplemental materials of their own choosing. The suggested timeframe for selected units of study is six to eight weeks. Suggestions for the course include the following models:
   1. Chronological
       a. The Ancient World
       b. The Middle Ages
       c. The Renaissance
       d. The Age of Reason/The Enlightenment
       e. The Romantic Period
       f. The Industrial Age
       g. The Contemporary World

2. Thematic:
   a. How does the hero represent the social morals and attitudes of a given society?
      1) What characteristics of a hero are universal and why?
      2) Can a hero's actions alter a society's values? Why or why not?
      3) Why do societies and individuals need heroes? Can a community be successful without heroic individuals?
   b. How do cultures define one's coming-of age and what does it reveal about the culture?
      1) What are the universal qualities and distinctions implicit in coming-of-age/maturation/initiation? What do these common characteristics reveal about humankind?
      2) How and why do cultures set different maturation expectations for males and females? Is it fair?
      3) What happens when individuals resist or reject this maturation process?
   c. How does the clash of various cultures affect the individuals in a given society?
      1) Who suffers most when cultures engage in a dispute?
      2) How does an individual cope when they are a member of both cultures?
      3) What role does the individual have in quelling culture disputes?
      4) How and why do individuals, communities and governments perpetuate these clashes?
   d. In what ways does the duality of human nature affect not only the individual, but also society?
      1) Does every individual have two sides to his/her personality?
      2) Are individuals inherently good or inherently evil?
      3) What causes people to act in ways which are against their values?
      4) Why do some societies accept corruption while others fight against it?
   e. How and why do some individuals attempt to overcome prejudices inherent in society?
      1) Where do prejudices originate?
      2) Why do many societies accept prejudices?
      3) What are the consequences for those who reject prejudices?
   f. How does the quest for power impact the individual and society?
      1) What motivates an individual to seek power?
      2) Why do some manage power well while others fail?
      3) How do corrupt or evil individuals gain power?

B. Written Expression

The composition component of the course is designed to offer teachers flexibility to differentiate written assignments according to the diverse needs/interests of the students. Students are encouraged to gain confidence and skill in the written expression of their own voices and to write about their own life experiences as well as literary text. Students write in various modes and for different purposes. There is ample time provided for the writing process, including drafting, conferencing, re-writing, and publishing. In this course students expand their essay writing skills by composing numerous expository and argumentative essays which reach beyond the five-paragraph format. As the school year advances, teachers introduce students to increasingly complex and sophisticated written assignments. Students also utilize many literary or informational texts to support a thesis statement and provide critical insight into a topic. Additionally, students write many process and informal pieces. Over the course of the year students develop a writing portfolio that reflects their understanding of the writing process. The sequence of writings is coordinated with the overall organization of the course. This portfolio may include:

1. Literary writing:
   a. Poems
   b. Character sketches
   c. Literary additions
   d. Memoir
   e. Dramatic script
   f. Fictional diary
   g. Dramatic/interior monologue
2. Sustained analytical writing (3-5 pages)
3. Argumentative writing
4. Expressive responses to literature
5. In-class timed writing
6. Research writing
7. Reflection on year's work

C. Research

The content, scope and sequence of the research dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility to guide selected topics according to individual readiness and interest levels. Students experience the following essential stages of the research process:

1. Data gathering
2. Analyzing, synthesizing, and organizing data
3. Mechanical conventions, e.g. bibliography, in-text citations, etc.
4. Oral, visual and written presentation

D. Communication

Communication lies at the heart of an inquiry-based approach and remains the most vital aspect of students' creation of knowledge based on their prior experiences. Students continually participate in class discussions relating to life, literature, and the writing process while developing an understanding that it is the conversation amongst peers which plays the most significant role in a student's relationship with his or her learning. In addition, students consume a variety of media in order to critically compare, contrast, and analyze an author's message and its effectiveness. Students concurrently practice active listening and become proficient at continuing a conversation by directly responding to previously stated comments.

IV. <u>INSTRUCTIONAL TECHNIQUES</u>

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the needs of students of varying abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical and creative thinking and all modes of communication. A combination of techniques, emphasizing learning intentions, learning strategies, feedback and instructional delivery - and differentiated as needed - is strongly recommended; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
1. Close reading of mentor texts or assignment exemplars
2. Modeled thinking and/or application
3. Repeated reading
4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
1. Classroom discussion - whole group, small group, and/or partnerships
   a. Essential questions
   b. Text dependent questions
   c. Conversation markers
   d. Debate
   e. Socratic seminar
   f. Fishbowl
2. Writing to learn
   a. Concept mapping
      1) Annotating
      2) Note-taking
      3) Graphic organizing
      4) Outlining
   b. Prediction
   c. Journaling
   d. Summary and analysis
   e. Learning logs
   f. Do-now and/or exit slip
   g. Fictional dialogue
   h. Free write

3. Collaborative learning with peers - small group and/or partnerships
   a. Literature circle/book club protocols
   b. Jigsaw
   c. Inquiry learning
   d. Reciprocal teaching
   e. Peer feedback

C. Metacognition
   1. Self-questioning
   2. Questions to guide learning
   3. Strategy monitoring (e.g. learning logs; "What helped me learn today?")
   4. Transfer monitoring (e.g. "How do I know I learned…?")

D. Interdisciplinary connections
   1. Outside presenters
   2. Field trips
   3. Virtual field trips

V. <u>EVALUATION</u>

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments is utilized, and differentiated as needed, to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
   1. Pre-tests
   2. Class discussions/debates - partnerships, small group, or whole class
   3. Self-assessment and goal setting
   4. Conferencing
   5. Anecdotal teacher records

B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
   1. Process writing components
   2. Quizzes
   3. Annotations
   4. Text dependent questions
   5. Concept maps, outlines, and/or graphic organizers
   6. Self-assessment
   7. Peer assessment
   8. Journals
   9. Class discussions/debates - partnerships, small group, or whole class
   10. Presentations - individual, partnered, and small group

11. Fishbowl
12. Socratic Seminar
13. Conferencing
14. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision-making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

1. Tests; post-assessments (e.g. essential questions; text dependent questions)
2. Timed writings
3. Self-assessment
4. Final draft essays
5. Creative writing pieces
6. Evidence-based projects
7. Portfolios
8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar

VI. <u>PROFESSIONAL DEVELOPMENT</u>

The following are recommended components of the teacher's professional development:
A. Observing colleagues' classes to gather and share ideas
B. Attending professional development courses to learn about instructional strategies relevant to the course objectives and course materials
C. Attending conferences relating to differentiated instruction, technology, diversity, etc.
D. Consulting peer-reviewed print and digital professional learning resources such as professional periodicals and professional websites

APPENDIX I:

New Jersey Student Learning Standards for
English Language Arts 9-10

Progress Indicators for Reading Literature

Key Ideas and Details
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
   5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
   6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge
W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").

B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Progress Indicators for Language

Conventions of Standard English
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. Use parallel structure.
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at *http://www.nj.gov/njded/cccs/.*

APPENDIX III:

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

English II Honors
First Reading 6/11/2019

APPENDIX V:

Suggested Supplemental Resource Pairings - English1 (2010 and 2011)

A subcommittee of the Westfield High School English Department maintains a list of suggested supplemental resource pairings for the most widely utilized English 1 texts. As a living document, this list is regularly updated to reflect connections with current events and contemporary works;

The entire document may be viewed at: *https://docs.google.com/document/d/1Zr1Hsg2P-RTveXuhY7Wo9s4EjmIdDG7bcilG3djOvdM/jedit?usp=sharing*

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

ENGLISH III: EXPLORING AMERICAN VOICES THROUGH LANGUAGE AND LITERATURE - 2031 and 2030

Schools .... Westfield High School
Department .... English
Length of Course .... One Year
Credits 5
Grade Level 11
Prerequisite................................... 2020, 2021, or 2023
Date ....

I. RATIONALE, DESCRIPTION AND PURPOSE

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop students' facility with language arts through reading, writing, speaking, listening, and viewing experiences that incorporate critical thinking, problem solving, writing process, personal and creative expression, cooperative learning, research and utilization of technology. Emphasis is placed on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. In addition, language skills are taught within the context of real-world reading, speaking and writing experiences in order to emphasize the value of verbal and written communication in an increasingly technological world. Through formal study of an ever-expanding, inclusive canon of American literature, incorporating a variety of genres and perspectives, students develop an awareness of the diversity of the American experience and respect for the human voice in its many rich and varied expressions.

English III: Exploring American Voices is the required junior English course. Encompassing the cultural richness of the American experience, the course includes the study of Native American works**,** Puritan literature**,** revolutionary voices, abolitionist rhetoric, slave narratives, transcendental philosophy, Gothic tales, regional literature, and the energetic range of 20th and 21st century expressions of the experiences of immigrants, soldiers, flappers, wanderers, protestors and ordinary citizens. Emphasizing either the chronological sweep of American literature or a thematic development of important issues and ideas, English III offers all students the opportunity to express themselves as independent thinkers within the context of their rich heritage**.** Through juxtaposing student voices in the classroom with the voices of the authors of the texts, the course

emphasizes the value and power of individuality and honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes American culture.

II. <u>OBJECTIVES</u>

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of **reading experiences**, using either thematic or chronological approach to American literature, the students:

1. Explore and analyze the diversity and richness of American voices to discover both what is universal and what is idiosyncratic about the American experience
   NJ Student Learning Standards for English Language Arts RL11-12.1,2,3,6,10, RI11-12.1,2,3,6,10
   NJ Student Learning Standards for Social Studies 6.3
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
      Social-Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

2. Analyze, through representative writings, selections from most major literary movements: Puritanism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism and Post-Modernism
   NJ Student Learning Standards for English Language Arts RL11-12.5,6,7,10; RI11-12.3,5,6,7,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Social-Awareness: demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

3. Apply a variety of annotation and note-taking strategies to select relevant and useful evidence in support of an original argument
   NJ Student Learning Standards for English Language Arts RL11-12.3,4; RI11-12.3,4; L11-12.4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals
      Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

4. Investigate how selected fiction and nonfiction texts mirror the social, cultural, political, moral, religious, philosophical and/or intellectual climate of the time during which they were written
   NJ Student Learning Standards for English Language Arts RL11-12.1,2,3,5; L11-12.5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings. Responsible Decision-Making: evaluate personal, ethical, safety and civic impact of decisions

5. Recognize and explain the writer's use of craft and structure in various genres, including nonfiction texts, to communicate theme and tone
   NJ Student Learning Standards for English Language Arts RL11-12.1,2,4,5,6; RI11-12.4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   New Jersey Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals

6. Synthesize information or details from a variety of sources to comment upon a singular idea or series of related ideas
   NJ Student Learning Standards for English Language Arts RL11-12.7,9
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings

7. Examine and discuss an author's use of rhetoric such as diction, style and syntax in order to convey theme, tone and point of view
   NJ Student Learning Standards for English Language Arts RL11-12.5,6; RI11-12.5,6; L.11-12.3,5
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others

8. Analyze the relationship between the elements of literature and those of other art forms, such as film, music, and artwork
   NJ Student Learning Standards for English Language Arts RL11-12.7, RI11-12.7
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals

B. Through a variety of **writing experiences**, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Experiment with the writing process to improve competency and efficiency within each stage, and to apply knowledge of diverse forms and structural techniques
   NJ Student Learning Standards for English Language Arts W.11-12.1,2,4,5; L.11-12.1,2,3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

2. Develop variations in voice, tone, diction and structure relative to the audience and purpose of the written form
   NJ Student Learning Standards for English Language Arts W.11-12.2,3,4,10; L.11-12.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

3. Compose essays of varied lengths and structures which support an original thesis
   NJ Student Learning Standards for English Language Arts W.11-12.1,2,3; L.11-12.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

English III
First Reading 6/11/2019

4. Use a variety of introductory strategies that are original, engaging, and relevant to the controlling purpose of the thesis
   NJ Student Learning Standards for English Language Arts W.11-12.1,2,4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

5. Synthesize a variety of texts to compose an original thesis statement that exposes a position
   NJ Student Learning Standards for English Language Arts W.11-12.1,4,5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

6. Synthesize multiple sources or details into coherent body paragraphs that are directed by well-developed, relevant topic sentences and bolstered by sufficient and insightful analysis
   NJ Student Learning Standards for English Language Arts W.11-12.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

7. Use transitional words and phrases between and within paragraphs to sustain a fluid and cohesive essay
   NJ Student Learning Standards for English Language Arts W11-12.4; L11-12.3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

8. Select and incorporate textual information, both quoted and paraphrased, as an organic part of supporting an argument or exposition
   NJ Student Learning Standards for English Language Arts W.11-12.1,24,8,9,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

9. Compose logical conclusions that demonstrate the significance of an argument or exposition
   New Jersey Student Learning Standards for English Language Arts W.11-12.1,2,3; L.11-12.1,2
   New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

10. Demonstrate increased precision and variety in vocabulary; increased awareness of sentence structure to fit purpose, audience needs, and genre conventions; apply knowledge of conventions (e.g. grammar in writing process, especially stylistic choices for words including correct parallelism, precise diction, repetition, active voice and passive voice)
    NJ Student Learning Standards for English Language Arts W.11-12,1,2,3,5; L.11-12.1,2,3,6
    New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Relationship Skills: utilize positive communication and social skills to interact effectively with others
      Self-Awareness: recognize one's personal traits, strengths and limitations

11. Use prior feedback and self-reflection to evaluate and revise/refine one's own work as well as that of his/her peers
    New Jersey Student Learning Standards for English Language Arts W.11-12.10
    New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
        Relationship Skills: utilize positive communication and social skills to interact effectively with others
        Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

C. Through a variety of **research-based** projects designed to build research and media science skills, students:

1. Define an appropriate scope for research, and apply relevant research skills to the production of a unified, thesis-driven research paper
    NJ Student Learning Standards for English Language Arts W.11-12.8, RI.11-12.8
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21ˢᵗ Century Life & Careers 9.1, 9.2
    NJ Competencies for Social and Emotional Learning
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
        Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

2. Select and evaluate a variety of scholarly sources, as well as an appropriate balance of primary and secondary sources, to conduct research
    NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.7-8
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Management: Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
        Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills
        Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

3. Compile notes in accordance with an established format; differentiate between fact and opinion, generalities and concrete evidence, primary and secondary sources, and pertinent and irrelevant information; organize and synthesize research data to construct a unifying thesis and develop a plan for a cohesive paper supporting that thesis
    NJ Student Learning Standards for English Language Arts RI.11-12.7,8,9; W.11-12.9
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
        Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
        Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

4. Generate proper and appropriate MLA source citations in accordance with academic integrity and plagiarism policy
    NJ Student Learning Standards for English Language Arts W.11-12.8
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
        Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
        Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

5. Use diverse digital formats to present research findings to an authentic audience
   NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.6; SL.11-12.1,4,5; L.11-12.2
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
     Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
     Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.

D. Through a variety of **communication** experiences, students:

1. Exhibit confidence in the development of one's distinctive voice
   NJ Student Learning Standards for English Language Arts SL.11-12.1,4;L.11-12.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
     Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
     Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

2. Fulfill a variety of roles within partnership, small group and class discussions by carefully listening to, building upon, critically thinking about, questioning and/or appropriately responding to the viewpoints of peers and authors alike
   NJ Student Learning Standards for English Language Arts SL.11-12.1,3,4; L.11-12.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
     Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations

3. Speak and write logically, clearly, concisely, and creatively, experimenting sophisticated language and structures, including that of literary theory and the schools of criticism
   NJ Student Learning Standards for English Language Arts SL.11-12.1; L.11-12.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
     Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations

4. Conduct formal and informal presentations of self-selected topics and/or inquiries; reflect on the outcomes of these presentations
   NJ Student Learning Standards for English Language Arts SL11-12.2,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals Relationship Skills: utilize positive communication and social skills to interact effectively with others

5. Use technology to create or share visual aids that support an oral presentation
   NJ Student Learning Standards for English Language Arts SL.11-12.1,6; L.11-12.1,4,5,6
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals Relationship Skills: utilize positive communication and social skills to interact effectively with others

III. CONTENT, SCOPE AND SEQUENCE

A. Literature:

The content, scope and sequence of the literature dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility to differentiate the selection of texts according to the individual's and class's readiness and interest levels within a thematic or chronological structure. In addition, the inclusion of a broad range of literary voices honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes American culture.

Teachers may choose to approach the material thematically or chronologically. Those who choose a thematic approach may choose selections from the following groups of questions:

1. Thematic Approach:
   a. How has the sacred informed our secular nation?
      1) How has the New England Way influenced the development of our identity as Americans?
      2) How did Puritan ideology and the culture of dissent influence our nation's foundational doctrines?
      3) How does this ideology continue to inform our identity as a people?
   b. How has our relationship with the American landscape shaped our national ideology, as well as the identities of both individuals and communities?
      1) To what extent have Americans attempted to live in harmony with the wilderness?
      2) To what extent have Americans attempted to conquer it?
   c. How and why have American Indians been marginalized and stereotyped?
      1) How have individuals and communities worked to preserve traditional culture while simultaneously blending and assimilating with mainstream America?
      2) In what ways have Native Americans used literature to not only document, but also resist oppression?
   d. How has immigration defined and redefined the American culture?
      1) How has American culture and society both embraced and resisted immigrants?
      2) To what extent have immigrants assimilated into the ritual of the American consensus while still preserving aspects of their own culture?
   e. What role has the American Dream played in our culture?
      1) What function has it served in our society?
      2) Has the dream been realized, deferred, or silenced?
      3) How do race, ethnicity, religion, gender, socioeconomic status, and sexual orientation affect the ability of the individual to realize his or her American Dream?
      4) Has the American Dream changed?

    f. How has the legacy of slavery continued to inform race relations in America during the 20th and 21st centuries?
        1) Why and how was American slavery able to exist?
        2) What were the social and psychological impacts of slavery upon the slave, the slaveholder and the community?
        3) What are the social and psychological impacts of this legacy on African Americans? On white Americans?
    g. What are the myths and the realities surrounding the American family?
        1) How have the currents in American society impacted the function of the American family?
        2) How do American notions of success and failure affect relationships between family members?
    h. How have Americans responded to war?
        1) How does war demand ideological and rhetorical shifts to address the reality of a world in crisis?
        2) What is the role of the artist before, during and after wartime?

2. Chronological Approach:
    a. The Beginnings: Native Americans, Puritans, Pilgrims and Revolutionaries
    b. The Flowering of American Literature: The 1800's
    c. The Growth of Regionalism, Realism and Naturalism in the late 1800's and early 1900's
    d. The Twentieth Century: Literary Modernism and Postmodernism
    e. Contemporary American Voices: Divergence and Diversity

B. Written Expression:

The composition component of the course is designed to offer teachers flexibility to differentiate written assignments according to the diverse needs/interests of the students. Students are encouraged to gain confidence and skill in the written expression of their own voices and to write about their own life experiences as well as literary text. Students write in various modes and for different purposes. There is ample time provided for the writing process, including drafting, conferencing, re-writing, and publishing. In this course students expand their essay writing skills by composing numerous personal, analytical and persuasive essays. They also compose a lengthy research paper. As the school year advances, students compose increasingly complex and critical written assignments. Students also utilize many literary or informational texts to support a thesis statement and provide critical insight into a topic. Additionally, students write many process and informal pieces. Over the course of the year students develop a writing portfolio that reflects their understanding of the writing process. The sequence of writings is coordinated with the overall organization of the course. This portfolio may include:

1. Analytical essays
2. Personal essays
3. Argumentative essays
4. Informal journal responses
5. Short essay tests
6. Creative writing such as poems, character sketches, memoir, drama and short fiction; and
7. Timed in-class essays
8. Research paper

C. Research:
The content, scope and sequence of the research dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility in their ability to differentiate the choice of topics according to individual readiness and interest levels. Students experience the following essential stages of the research process:

1. Selecting an appropriate topic
2. Creating a working bibliography
3. Establishing a tentative thesis
4. Creating an annotated bibliography
5. Taking notes according to an established format
6. Finalizing a thesis
7. Creating an outline or visual organizer
8. Writing a rough draft
9. Editing and revising in collaboration with peers and the teacher; and
10. Submitting a properly formatted and documented final draft

D. Communication:
The content, scope and sequence of the communication dimension of the course offer teachers opportunities to differentiate classroom experiences according to the learning styles of individual members of the class. Essential communication experiences may include:

1. Classroom, small-group, and partnership discussions
2. Individual and group-led discussions, presentations, and dramatizations
3. The viewing and analysis of performing and visual arts; and
4. On-line blogs and message boards

IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the needs of students of varying abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical and creative thinking and all modes of communication. A combination of techniques, emphasizing learning intentions, learning strategies, feedback and instructional delivery - and differentiated as needed - is strongly recommended; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
1. Close reading of mentor texts or assignment exemplars
2. Modeled thinking and/or application
3. Repeated reading
4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
 1. Classroom discussion - whole group, small group, and/or partnerships
   a. Essential questions
   b. Text dependent questions
   c. Conversation markers
   d. Debate
   e. Socratic seminar
   f. Fishbowl
 2. Writing to learn
   a. Concept mapping
     1) Annotating
     2) Note-taking
     3) Graphic organizing
     4) Outlining
   b. Prediction
   c. Journaling
   d. Summary and analysis
   e. Learning logs
   f. Do-now and/or exit slip
   g. Fictional dialogue
   h. Free write
 3. Collaborative learning with peers - small group and/or partnerships
   a. Literature circle/book club protocols
   b. Jigsaw
   c. Inquiry learning
   d. Reciprocal teaching
   e. Peer feedback

C. Metacognition
 1. Self-questioning
 2. Questions to guide learning
 3. Strategy monitoring (e.g. learning logs; "What helped me learn today?")
 4. Transfer monitoring (e.g. "How do I know I learned…?")

D. Interdisciplinary connections
 1. Outside presenters
 2. Field trips
 3. Virtual field trips

V. <u>EVALUATION</u>

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments is utilized, and differentiated as needed, to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
   1. Pre-tests
   2. Class discussions/debates - partnerships, small group, or whole class
   3. Self-assessment and goal setting
   4. Conferencing
   5. Anecdotal teacher records

B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
   1. Process writing components
   2. Quizzes
   3. Annotations
   4. Text dependent questions
   5. Concept maps, outlines, and/or graphic organizers
   6. Self-assessment
   7. Peer assessment
   8. Journals
   9. Class discussions/debates - partnerships, small group, or whole class
   10. Presentations - individual, partnered, and small group
   11. Fishbowl
   12. Socratic Seminar
   13. Conferencing
   14. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

   1. Tests; post-assessments (e.g. essential questions; text dependent questions)
   2. Timed writings
   3. Self-assessment
   4. Final draft essays
   5. Creative writing pieces
   6. Evidence-based projects
   7. Portfolios
   8. Presentations - individual, partnered, and small group
   9. Fishbowl
   10. Socratic Seminar

VI. <u>PROFESSIONAL DEVELOPMENT</u>

The following are recommended components of the teacher's professional development:

A. Observing colleagues' classes to gather and share ideas
B. Attending professional development courses to learn about instructional strategies relevant to the course objectives and course materials
C. Attending conferences relating to differentiated instruction, technology, diversity, etc.
D. Consulting peer-reviewed print and digital professional learning resources such as professional periodicals and professional websites

New Jersey Student Learning Standards for
English Language Arts 11-12

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading
Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing
Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
   B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
  A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
  B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
  C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language
Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use
To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Observe hyphenation conventions.
    B. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
    A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
    C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
    D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at *http://www.nj.gov/njded/cccs/.*

APPENDIX III:

New Jersey Core Curriculum Content Standards for
21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

APPENDIX IV:

<u>New Jersey Competencies for Social and Emotional Learning</u>

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX V:

<u>Suggested Supplemental Resource Pairings – English III (2030, 2031, 2033)</u>

A subcommittee of the Westfield High School English Department maintains a list of suggested supplemental resource pairings for the most widely utilized English 1 texts. As a living document, this list is regularly updated to reflect connections with current events and contemporary works.

The entire document may be viewed
at: *https://docs.google.com/document/d/1t4mFQ4O2bkO2N2emUJSFs1c9inBnwNS1UpLaKcSeWr8/edit?usp=sharing*

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

ENGLISH III HONORS: EXPLORING AMERICAN VOICES THROUGH LANGUAGE AND LITERATURE - 2033

Schools ....Westfield High School

Department ....English

Length of Course...One Year

Credits 5

Grade Level 11

Prerequisite.............................. Teacher recommendation

Date ....

I. RATIONALE, DESCRIPTION AND PURPOSE

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop students' facility with language arts through reading, writing, speaking, listening, and viewing experiences that incorporate critical thinking, problem solving, writing process, personal and creative expression, cooperative learning, research and utilization of technology. Emphasis is placed on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. In addition, language skills are taught within the context of real-world reading, speaking and writing experiences in order to emphasize the value of verbal and written communication in an increasingly technological world. Through formal study of an ever-expanding, inclusive canon of American literature, incorporating a variety of genres and perspectives, students develop an awareness of the diversity of the American experience and respect for the human voice in its many rich and varied expressions.

English III Honors: American Voices is an advanced version of the required junior English course for the student who satisfies the following qualifications:

A. The ability to read independently and analyze complex texts
B. A love of language and literature
C. The willingness and ability to think critically, analytically and creatively
D. An appreciation for the value of close reading
E. Active participation in class
F. The ability to make thoughtful and independent contributions to discussions
G. The willingness to challenge others' viewpoints in written work and discussion

H. A mastery of the essential skills of expository writing
I. The ability to write in various modes
J. The willingness to take risks and experiment with a range of written styles, forms, and approaches
K. The acceptance of constructive criticism
L. A commitment to rigorous revision and editing
M. The willingness and ability to assess accurately one's own learning
N. Effective time management
O. Consistent A/B+ performance in previous English classes.

The honors level student demonstrates not only mature motivation and genuine commitment to learning but also an appreciation for the subtleties of the craft of writing. Relative to the course expectations for English III, the honors student is expected to achieve the following performance expectations:

A. Read more extensively
B. Study and discuss literature in greater depth
C. Write more comprehensive and varied compositions
D. Complete more independent reading and analysis
E. Experiment with more sophisticated elements of style and voice
F. Demonstrate a more profound understanding of the relationship between historical context and the literature of a given period

The content of the English III Honors curriculum parallels that of the English III course of study. An emphasis is placed on the diversity and cultural richness of the American experience, which includes Native American works, Puritan literature, revolutionary voices, abolitionist rhetoric, slave narratives, transcendental philosophy, Gothic tales, regional literature, and the energetic range of 20th and 21st century expressions of the experiences of immigrants, soldiers, flappers, wanderers, protestors and ordinary citizens. Emphasizing either the chronological sweep of American literature or a thematic development of important issues and ideas, English III offers all students the opportunity to express themselves as independent thinkers within the context of their rich heritage. Through juxtaposing student voices in the classroom with the voices of the authors of the texts, the course emphasizes the value and power of individuality and honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes American culture.

II. **OBJECTIVES**

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of **reading experiences**, using either a thematic or a chronological approach to American literature, the students:

1. Apply knowledge of literary theory and schools of criticism to explore and analyze the diversity and richness of American voices - discovering the universal and idiosyncratic aspects of the American experience

   NJ Student Learning Standards for English Language Arts RL11-12.1,2,3,6,10, RI11-12.1,2,3,6,10
   NJ Student Learning Standards for Social Studies 6.3
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
     Social-Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

2. Analyze, through specific representative writings, the major literary movements of Puritanism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism and Post-Modernism

   NJ Student Learning Standards for English Language Arts RL11-12.5,6,7,10; RI11-12.3,5,6,7,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Social-Awareness: demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

3. Apply a variety of annotation and note-taking strategies to select relevant and useful evidence in support of a nuanced or original argument

   NJ Student Learning Standards for English Language Arts RL11-12.3,4; RI11-12.3,4; L11-12.4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals
     Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

4. Analyze how fiction and nonfiction texts mirror the social, cultural, political, moral, religious, philosophical and/or intellectual climate of the time during which they were written.

   NJ Student Learning Standards for English Language Arts RL11-12.1,2,3,5; L11-12.5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
     Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings. Responsible Decision-Making: evaluate personal, ethical, safety and civic impact of decisions

5. Explain and critique the writer's use of craft and structure in various genres, including nonfiction texts, to communicate theme and tone

   NJ Student Learning Standards for English Language Arts RL11-12.1,2,4,5,6; RI11-12.4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   New Jersey Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals

6. Synthesize information or details from a scholarly variety of sources to comment upon a singular idea or series of related ideas
NJ Student Learning Standards for English Language Arts RL11-12.7,9
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings

7. Identify, analyze and evaluate an author's use of rhetoric (e.g. diction, style and syntax) to convey theme, tone and point of view
NJ Student Learning Standards for English Language Arts RL11-12.5,6; RI11-12.5,6; L.11-12.3,5
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others

8. Analyze the relationship between the nuanced elements of literature and those of other art forms, such as film, music, and artwork
NJ Student Learning Standards for English Language Arts RL11-12.7, RI11-12.7
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals

B. Through a variety of **writing experiences**, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Engage with the writing process to improve competency and efficiency within each stage, and to apply knowledge of diverse forms and structural techniques
NJ Student Learning Standards for English Language Arts W.11-12.1,2,4,5; L.11-12.1,2,3
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

2. Employ sophisticated variations in voice, tone, diction and structure relative to the audience and purpose of the written form
NJ Student Learning Standards for English Language Arts W.11-12.2,3,4,10; L.11-12.1,2
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

3. Compose essays of varied lengths and structures which support an original thesis derived from independent reading or inquiry
NJ Student Learning Standards for English Language Arts W.11-12.1,2,3; L.11-12.1,2
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

4. Demonstrates mastery of a variety of introductory strategies that are original, engaging, and relevant to the controlling purpose of the thesis
   NJ Student Learning Standards for English Language Arts W.11-12.1,2,4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

5. Synthesize a variety of texts to compose an original thesis statement that exposes a sophisticated position
   NJ Student Learning Standards for English Language Arts W.11-12.1,4,5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

6. Synthesize multiple sources or details into coherent body paragraphs that are directed by well-developed, relevant topic sentences and bolstered by sufficient and insightful analysis
   NJ Student Learning Standards for English Language Arts W.11-12.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

7. Use a wide variety of transitional words and phrases between and within paragraphs to sustain a fluid and cohesive essay
   NJ Student Learning Standards for English Language Arts W11-12.4; L11-12.3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

8. Smoothly and effectively incorporate textual information, both quoted and paraphrased, as an organic part of supporting an argument or exposition
   NJ Student Learning Standards for English Language Arts W.11-12.1,24,8,9,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

9. Compose logical and sophisticated conclusions that demonstrate the significance of an argument or exposition
   New Jersey Student Learning Standards for English Language Arts W.11-12.1,2,3; L.11-12.1,2
   New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

10. Demonstrate increased precision and variety in vocabulary; attention to sentence structure to fit purpose, audience needs, and genre conventions; apply knowledge of conventions (e.g. grammar in writing, especially stylistic choices for words including correct parallelism, precise diction, repetition, active voice and passive voice)
    NJ Student Learning Standards for English Language Arts W.11-12,1,2,3,5; L.11-12.1,2,3,6
    New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Relationship Skills: utilize positive communication and social skills to interact effectively with others
      Self-Awareness: recognize one's personal traits, strengths and limitations

11. Apply prior feedback and self-reflection to rigorously evaluate and revise one's own work as well as that of peers
   New Jersey Student Learning Standards for English Language Arts W.11-12.10
   New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Relationship Skills: utilize positive communication and social skills to interact effectively with others
      Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

C. Through a variety of **research-based** projects designed to build research and media science skills, students:

   1. Define an appropriate scope for research, and apply relevant research skills to the production of a unified, scholarly, and original thesis-driven research paper
      NJ Student Learning Standards for English Language Arts W.11-12.8, RI.11-12.8
      NJ Student Learning Standards for Technology 8.1
      NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
      NJ Competencies for Social and Emotional Learning
         Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
         Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

   2. Select and evaluate a variety of scholarly sources, as well as an appropriate balance of primary and secondary sources, to conduct research
      NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.7-8
      NJ Student Learning Standards for Technology 8.1
      NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
      NJ Competencies for Social and Emotional Learning
         Self-Management: Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
         Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills
         Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

   3. Compile notes in accordance with an established format; differentiate between fact and opinion, generalities and concrete evidence, primary and secondary sources, and pertinent and irrelevant information; smoothly and clearly integrate this variety of information in a way that shows its relevance
      NJ Student Learning Standards for English Language Arts RI.11-12.7,8,9; W.11-12.9
      NJ Student Learning Standards for Technology 8.1
      NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
      NJ Competencies for Social and Emotional Learning
         Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
         Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
         Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

   4. Generate proper and appropriate MLA source citations in accordance with academic integrity and plagiarism policy
      NJ Student Learning Standards for English Language Arts W.11-12.8
      NJ Student Learning Standards for Technology 8.1
      NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
      NJ Competencies for Social and Emotional Learning
         Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
         Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

5. Use diverse digital formats to present research findings to an authentic audience
   NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.6; SL.11-12.1,4,5; L.11-12.2
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.

D. Through a variety of **communication** experiences, students:

1. Exhibit sophistication and confidence in the development of one's distinctive spoken voice
   NJ Student Learning Standards for English Language Arts SL.11-12.1,4;L.11-12.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
   Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

2. Fulfill a variety of roles within partnership, small group and class discussions by carefully listening to, building upon, critically thinking about, questioning and/or appropriately responding to the viewpoints of peers and authors alike
   NJ Student Learning Standards for English Language Arts SL.11-12.1,3,4; L.11-12.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
   Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations

3. Speak and write logically, clearly, concisely, and creatively, deliberately and consistently using scholarly language and structures, including that of literary theory and the schools of criticism
   NJ Student Learning Standards for English Language Arts SL.11-12.1; L.11-12.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
   Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations

4. Conduct formal and informal presentations of self-selected topics and/or inquiries; reflect on the outcomes of these presentations with increased attention to sophistication in style and delivery
   NJ Student Learning Standards for English Language Arts SL11-12.2,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals Relationship Skills: utilize positive communication and social skills to interact effectively with others

7

5. Maximize audience engagement through the use technology (e.g. to create or share visual aids that support an oral presentation)

NJ Student Learning Standards for English Language Arts SL.11-12.1,6; L.11-12.1,4,5,6
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning

   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals Relationship Skills: utilize positive communication and social skills to interact effectively with others

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

The content of the English III Honors course in large part parallels that of the English III curriculum because the same literary texts can be made accessible to both student populations. Essentially, each unit in the honors course entails greater depth and breadth of research and analysis, which is reflected in the reading and writing requirements.

A. Literature:

The content, scope and sequence of the literature dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility to differentiate the selection of texts according to the individual's and class's readiness and interest levels within a thematic or chronological structure. In addition, the inclusion of a broad range of literary voices honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes American culture.

Teachers may choose to approach the material thematically or chronologically. The suggested timeframe for selected units of study is six to eight weeks. Those who choose a thematic approach may choose selections from the following groups of questions:

1. Thematic Approach:
   a. How has the sacred informed our secular nation?
      1) How has the New England Way influenced the development of our identity as Americans?
      2) How did Puritan ideology and the culture of dissent influence our nation's foundational doctrines?
      3) How does this ideology continue to inform our identity as a people?
   b. How has our relationship with the American landscape shaped our national ideology, as well as the identities of both individuals and communities?
      1) To what extent have Americans attempted to live in harmony with the wilderness?
      2) To what extent have Americans attempted to conquer it?
   c. How and why have American Indians been marginalized and stereotyped?
      1) How have individuals and communities worked to preserve traditional culture while simultaneously blending and assimilating with mainstream America?
      2) In what ways have Native Americans used literature to not only document, but also resist oppression?
   d. How has immigration defined and redefined the American culture?
      1) How has American culture and society both embraced and resisted immigrants?
      2) To what extent have immigrants assimilated into the ritual of the American consensus while still preserving aspects of their own culture?

e. What role has the American Dream played in our culture?
        1) What function has it served in our society?
        2) Has the dream been realized, deferred, or silenced?
        3) How do race, ethnicity, religion, gender, socioeconomic status, and sexual orientation affect the ability of the individual to realize his or her American Dream?
        4) Has the American Dream changed?
    f. How has the legacy of slavery continued to inform race relations in America during the 20th and 21st centuries?
        1) Why and how was American slavery able to exist?
        2) What were the social and psychological impacts of slavery upon the slave, the slaveholder and the community?
        3) What are the social and psychological impacts of this legacy on African Americans? On white Americans?
    g. What are the myths and the realities surrounding the American family?
        1) How have the currents in American society impacted the function of the American family?
        2) How do American notions of success and failure affect relationships between family members?
    h. How have Americans responded to war?
        1) How does war demand ideological and rhetorical shifts to address the reality of a world in crisis?
        2) What is the role of the artist before, during and after wartime?
2. Chronological Approach:
    a. The Beginnings: Native Americans, Puritans, Pilgrims and Revolutionaries
    b. The Flowering of American Literature: The 1800's
    c. The Growth of Regionalism, Realism and Naturalism in the late 1800's and early 1900's
    d. The Twentieth Century: Literary Modernism and Postmodernism
    e. Contemporary American Voices: Divergence and Diversity

B. Written Expression:

The composition component of the course is designed to offer teachers flexibility to differentiate written assignments according to the diverse needs/interests of the students. Students are encouraged to gain confidence and skill in the written expression of their own voices and to write about their own life experiences as well as literary text.

Students write in various modes and for different purposes. There is ample time provided for the writing process, including drafting, conferencing, re-writing, and publishing. In this course students expand their essay writing skills by composing numerous personal, analytical and argumentative essays. They also compose a lengthy research paper. As the school year advances, students compose increasingly complex and critical written assignments. Students also utilize many literary or informational texts to support a thesis statement and provide critical insight into a topic.

Additionally, students write many process and informal pieces. Over the course of the year students may develop a writing portfolio that reflects their understanding of the writing process. The sequence of writings is coordinated with the overall organization of the course. This portfolio may include:

1. Analytical essays
2. Personal essays
3. Argumentative essays
4. Informal journal responses
5. Short essay tests
6. Creative writing such as poems, character sketches, memoir, drama and short fiction;
7. Timed in-class essays
8. Research paper

C. Research:

The content, scope and sequence of the research dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility in their ability to differentiate the choice of topics according to individual readiness and interest levels. Students experience the following essential stages of the research process; opportunities for reflection and goal-setting are embedded throughout the process:

1. Selecting an appropriate topic
2. Creating a working bibliography
3. Establishing a tentative thesis
4. Creating an annotated bibliography;
5. Taking notes according to an established format
6. Finalizing a thesis
7. Creating an outline or visual organizer
8. Composing a rough draft
9. Editing and revising in collaboration with peers and the teacher; and
10. Submitting a properly formatted and documented final draft

D. Communication:

The content, scope and sequence of the communication dimension of the course offer teachers opportunities to differentiate classroom experiences according to the learning styles of individual members of the class. Essential communication experiences may include:

1. Classroom, small-group, and partnership discussions
2. Individual and group-led discussions, presentations, and dramatizations
3. The viewing and analysis of performing and visual arts; and
4. Interacting via on-line blogs and message boards

IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the needs of students of varying abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical and creative thinking and all modes of communication. A combination of techniques, emphasizing learning intentions, learning strategies, feedback and instructional delivery - and differentiated as needed - is strongly recommended; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
   1. Close reading of mentor texts or assignment exemplars
   2. Modeled thinking and/or application
   3. Repeated reading
   4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
   1. Classroom discussion - whole group, small group, and/or partnerships
      a. Essential questions
      b. Text dependent questions
      c. Conversation markers
      d. Debate
      e. Socratic seminar
      f. Fishbowl
   2. Writing to learn
      a. Concept mapping
         1) Annotating
         2) Note-taking
         3) Graphic organizing
         4) Outlining
      b. Prediction
      c. Journaling
      d. Summary and analysis
      e. Learning logs
      f. Do-now and/or exit slip
      g. Fictional dialogue
      h. Free write
   3. Collaborative learning with peers - small group and/or partnerships
      a. Literature circle/book club protocols
      b. Jigsaw
      c. Inquiry learning
      d. Reciprocal teaching
      e. Peer feedback

C. Metacognition
   1. Self-questioning
   2. Questions to guide learning
   3. Strategy monitoring (e.g. learning logs; "What helped me learn today?")
   4. Transfer monitoring (e.g. "How do I know I learned…?")

D. Interdisciplinary connections
   1. Outside presenters
   2. Field trips
   3. Virtual field trips

V. <u>EVALUATION</u>

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments is utilized, and differentiated as needed, to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
   1. Pre-tests
   2. Class discussions/debates - partnerships, small group, or whole class
   3. Self-assessment and goal setting
   4. Conferencing
   5. Anecdotal teacher records

B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
   1. Process writing components
   2. Quizzes
   3. Annotations
   4. Text dependent questions
   5. Concept maps, outlines, and/or graphic organizers
   6. Self-assessment
   7. Peer assessment
   8. Journals
   9. Class discussions/debates - partnerships, small group, or whole class
   10. Presentations - individual, partnered, and small group
   11. Fishbowl
   12. Socratic Seminar
   13. Conferencing
   14. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

1. Tests; post-assessments (e.g. essential questions; text dependent questions)
2. Timed writings
3. Self-assessment
4. Final draft essays
5. Creative writing pieces
6. Evidence-based projects
7. Portfolios
8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar

VI. <u>PROFESSIONAL DEVELOPMENT</u>

The following are recommended components of the teacher's professional development:
A. Observing colleagues' classes to gather and share ideas
B. Attending professional development courses to learn about instructional strategies relevant to the course objectives and course materials
C. Attending conferences relating to differentiated instruction, technology, diversity, etc.
D. Consulting peer-reviewed print and digital professional learning resources such as professional periodicals and professional websites

APPENDIX I:

New Jersey Student Learning Standards for
English Language Arts 11-12

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading
Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
   C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
   E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  A. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
  B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
  C.

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
   A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
   B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
   C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use
To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Observe hyphenation conventions.
   B. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
   A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
   C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
   D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at *http://www.nj.gov/njded/cccs/.*

APPENDIX III:

New Jersey Core Curriculum Content Standards for
21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX V:

Suggested Supplemental Resource Pairings – English III (2030, 2031, 2033)

A subcommittee of the Westfield High School English Department maintains a list of suggested supplemental resource pairings for the most widely utilized English 1 texts. As a living document, this list is regularly updated to reflect connections with current events and contemporary works;

the entire document may be viewed
at: *https://docs.google.com/document/d/1t4mFQ4O2bkO2N2emUJSFs1c9inBnwNS1UpLaKcSeWr8/edit?usp=sharing*

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

ENGLISH IV: EXPERIENCING CULTURAL DIVERSITY THROUGH LANGUAGE AND LITERATURE 2041 and 2040

School .... Westfield High School
Department ....English
Length of Course .... 36 Weeks
Credit 5.0
Grade Level 12
Prerequisite .... 2030, 2031, 2033, 2431, or 2432
Date...

I. RATIONALE, DESCRIPTION AND PURPOSE

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop students' facility with language arts through reading, writing, speaking, listening and viewing experiences that incorporate critical thinking, problem solving, writing process, personal and creative expression, cooperative learning, research and utilization of technology. Emphasis is placed on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. In addition, language skills are taught within the context of "real world" reading, speaking and writing experiences in order to emphasize the value of verbal and written communication in an increasingly technological world. Through formal study of an ever-expanding canon of world literature, incorporating a variety of genres and perspectives, students develop an awareness of the diversity of the human experience and respect for the human voice in its rich and varied expressions.

English IV: Experiencing Cultural Diversity through Language and Literature is a final offering in a sequence of courses emphasizing human communication in many forms and voices. English IV presents a synthesis of theme, time period and place. The course highlights important origins, significant authors and movements of the human experience in world literature from European, African, Asian and other diverse cultures. The literature study includes texts from ancient through contemporary fiction, essays, poetry, drama and film. The course explores geographically and/or thematically the continuity of human communication. Through a continued emphasis on and review of grammar, mechanics and composition, the course develops and refines skills in expository, personal and research-based writing.

Through a variety of pedagogical approaches, the course provides experience in all forms of communication: reading, writing, speaking and viewing with a focus on critical and creative thinking.

II. <u>COURSE OBJECTIVES</u>

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of **reading experiences**, using either thematic or chronological approach to American literature, the students:
1. Explore and analyze the diversity and richness of global literary voices to draw conclusions about the human experience
    NJ Student Learning Standards for English Language Arts RL11-12.1,2,3,6,10, RI11-12.1,2,3,6,10
    NJ Student Learning Standards for Social Studies 6.3
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers 9.1
    NJ Competencies for Social and Emotional Learning
        Social-Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
2. Investigate, evaluate, and analyze how the literature reflects the social, cultural, political, moral, religious, philosophical and/or intellectual climate of its time and setting
    NJ Student Learning Standards for English Language Arts RL11-12.5,6,7,10; RI11-12.3,5,6,7,10
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Social-Awareness: demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
3. Use a variety of annotation strategies to drive inquiry and gather evidence specific to an original argument
    NJ Student Learning Standards for English Language Arts RL11-12.3,4; RI11-12.3,4; L11-12.4
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals
        Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
4. Explore and analyze the richness and diversity of human expression in fiction and nonfiction texts across race, gender, class, sexuality, ethnicity and ideology
    NJ Student Learning Standards for English Language Arts RL11-12.1,2,3,5; L11-12.5
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
        Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings. Responsible Decision-Making: evaluate personal, ethical, safety and civic impact of decisions
5. Examine how a wide range of authors, ranging from classical to contemporary periods, use their craft and structure to convey the universality of themes, and apply these themes to broader, global contexts
    NJ Student Learning Standards for English Language Arts RL11-12.1,2,4,5,6; RI11-12.4,5,6
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    New Jersey Competencies for Social and Emotional Learning
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals

6. Evaluate a diversity of formats and texts to compare similar themes and stylistic approaches
   NJ Student Learning Standards for English Language Arts RL11-12.7,9
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings
7. Examine and evaluate an author's, and/or translator's, ability to convey theme, tone, mood, characterization and point of view through elements of rhetoric (e.g. diction, style, syntax and rhythm) as well as through literary devices (e.g. symbolism, irony, and figurative language)
   NJ Student Learning Standards for English Language Arts RL11-12.5,6; RI11-12.5,6; L.11-12.3,5
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others
8. Evaluate students' development of media literacy spanning all modalities, and make connections to the literature at hand
   NJ Student Learning Standards for English Language Arts RL11-12.7, RI11-12.7
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals

B. Through a variety of **writing experiences**, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:
   1. Explore and adopt a writing process that improves efficiency in the production of well-developed ideas across a variety of written forms (e.g. creative, expository, analytical, etc.)
      NJ Student Learning Standards for English Language Arts W.11-12.1,2,4,5; L.11-12.1,2,3
      NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
      NJ Competencies for Social and Emotional Learning
         Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
         Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   2. Create and establish a personal voice through the elements of rhetoric (e.g. diction, style, syntax and rhythm)
      NJ Student Learning Standards for English Language Arts W.11-12.2,3,4,10; L.11-12.1,2
      NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
      NJ Competencies for Social and Emotional Learning
         Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices
   3. Compose essays of varied lengths and structures which support an original thesis derived from independent reading or inquiry
      NJ Student Learning Standards for English Language Arts W.11-12.1,2,3; L.11-12.1,2
      NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
      NJ Competencies for Social and Emotional Learning
         Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

4. Demonstrates mastery of a variety of introductory strategies that are original, engaging, and relevant to the controlling purpose of the thesis
   NJ Student Learning Standards for English Language Arts W.11-12.1,2,4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

5. Create and substantiate an original, insightful thesis that exposes a position
   NJ Student Learning Standards for English Language Arts W.11-12.1,4,5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

6. Develop a succinct analytical style for body paragraphs free of excess of summary and commentary
   NJ Student Learning Standards for English Language Arts W.11-12.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

7. Use logical, fluid organization enhanced by a variety of transitional words and phrases both between and within paragraphs to create a cohesive essay
   NJ Student Learning Standards for English Language Arts W11-12.4; L11-12.3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

8. Compose insightful analysis of quoted and paraphrased textual information to strengthen the merits of an argument or exposition
   NJ Student Learning Standards for English Language Arts W.11-12.1,24,8,9,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

9. Compose thoughtful concluding paragraphs that distill the essence of the paper and challenge the reader to consider the topic beyond the scope of the argument or exposition
   New Jersey Student Learning Standards for English Language Arts W.11-12.1,2,3; L.11-12.1,2
   New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

10. Acquire and utilize content-specific, technical and theoretical vocabulary; demonstrate mastery of conventions (e.g. grammar in writing, especially stylistic choices of sentences and using sentence structure to create rhythm in writing)
    NJ Student Learning Standards for English Language Arts W.11-12,1,2,3,5; L.11-12.1,2,3,6
    New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
        Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
        Relationship Skills: utilize positive communication and social skills to interact effectively with others
        Self-Awareness: recognize one's personal traits, strengths and limitations

11. Establish and utilize an independent evaluative process to give and receive constructive criticism of one's own work as well as that of his/her peers
New Jersey Student Learning Standards for English Language Arts W.11-12.10
New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Relationship Skills: utilize positive communication and social skills to interact effectively with others
   Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

C. Through a variety of **research-based** projects designed to build research and media science skills, students:

1. Apply acquired research skills to the production of independent thesis-driven research tasks
NJ Student Learning Standards for English Language Arts W.11-12.8, RI.11-12.8
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21ˢᵗ Century Life & Careers 9.1, 9.2
NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

2. Utilize and evaluate a wide variety of primary and secondary sources
NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.7-8
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Management: Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

3. Compile notes in accordance with an established format; differentiate between fact and opinion, generalities and concrete evidence, primary and secondary sources, and pertinent and irrelevant information; smoothly and clearly integrate this variety of information in a way that shows its relevance
NJ Student Learning Standards for English Language Arts RI.11-12.7,8,9; W.11-12.9
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

4. Document a wide variety of MLA source types in accordance with academic integrity and plagiarism policies
    NJ Student Learning Standards for English Language Arts W.11-12.8
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    > *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*
    > *Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills*
    > *Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed*

5. Create and utilize an extended multimedia presentation to educate an audience of peers
    NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.6; SL.11-12.1,4,5; L.11-12.2
    NJ Student Learning Standards for Technology 8.1
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    > *Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*
    > *Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills*
    > *Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.*

D. Through a variety of **communication** experiences, students:

1. Speak articulately and confidently in a number of forums such as presentations, co-presentations, self-evaluations, and discussions of other students' presentation
    NJ Student Learning Standards for English Language Arts SL.11-12.1,4;L.11-12.1,4,5,6
    NJ Student Learning Standards for 21st-Century Life and Careers 9.1
    NJ Competencies for Social and Emotional Learning
    > *Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed*
    > *Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges*

2. Fulfill a variety of roles within partnership, small group and class discussions by carefully listening to, building upon, critically thinking about, questioning and/or appropriately responding to the viewpoints of peers and authors alike
    NJ Student Learning Standards for English Language Arts SL.11-12.1,3,4; L.11-12.1,4,5,6
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    > *Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed*
    > *Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations*

3. Exercise a diverse set of verbal strategies to engage and impact the effectiveness of discourse
    NJ Student Learning Standards for English Language Arts SL.11-12.1; L.11-12.1,4,5,6
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    > *Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed*
    > *Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations*

4. Conduct formal and informal presentations of self-selected topics and/or inquiries; reflect on the outcomes of these presentations with increased attention to sophistication in style and delivery
   NJ Student Learning Standards for English Language Arts SL11-12.2,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals Relationship Skills: utilize positive communication and social skills to interact effectively with others

5. Prepare and execute an extensive multi-media presentation to peers featuring individual delivery, visuals, activity, experience, research, and reflection
   NJ Student Learning Standards for English Language Arts SL.11-12.1,6; L.11-12.1,4,5,6
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
       Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals Relationship Skills: utilize positive communication and social skills to interact effectively with others

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

Teachers may choose to approach the material thematically or regionally. The suggested timeframe for selected units of study is six to eight weeks. Those who choose a thematic approach may choose selections from the following groups of questions:

A. Literature:
The content, scope and sequence of the literature dimension of the course is designed to meet the needs of diverse learners by offering teachers flexibility to differentiate the selection of themes, regions and texts according to the individual's and the class's readiness and interest levels within a thematic or geographic structure. In addition the inclusion of a broad range of literary voices honors the diversity and universality that characterizes the human experience through time and place.

  1. Thematic Approach
    a. How do individuals respond to life's greatest challenges?
      1) What is the function of tragedy?
      2) How has tragedy evolved over time?
      3) In what ways is the tragic hero still relevant?
      4) What do individuals learn about themselves when faced with challenges?
      5) How do they manage when they face physical, emotional, spiritual and/or intellectual challenges?
    b. What is the meaning of life?
      1) How do Existentialism and Absurdism work toward helping one find meaning?
      2) What other meanings of life can we find in the art that we consume?
    c. How do individuals respond to family crises?
      1) What do they learn about themselves and their family members through these critical moments?
      2) How does this study inform our own participation in our family unit?

      d. What are the private consequences of public injustice?
         1) What are the most appropriate ways to protest, dissent and transform that which you find to be unjust?
         2) What is social conscience?
      e. In what ways has a woman's voice become redefined and transformed over time in various places and among various cultures?
      f. What role does humor play in our lives?
         1) In what ways can humor and satire deepen our understanding of the world around us?
         2) How can it help us expand upon the literary devices?
      g. Why are individuals intolerant of others based on religion, race, ethnicity, sexual orientation, social status, political affiliation or personal disability?
         1) How do we respond to such intolerance?
         2) What does this struggle say about the society?
         3) Can one be sympathetic toward individuals who are struggling with their own sense of morals while also being ostracized by others?

2. Geographical:
      a. How does time and place impact the literature we read?
         1) Middle East
         2) Asia
         3) Western Europe
         4) Eastern Europe
         5) South America/ Latin America
         6) Africa
         7) North America

B. Written Expression:

The composition component of the course is designed to offer teachers flexibility to differentiate written assignments according to the diverse needs, interests and readiness of the students. Students are encouraged to gain confidence and skill in the written expression of their own voices and to acquire a critical perspective. Students write in various modes and for different purposes. There is ample time provided for the writing process, including drafting, conferencing, re-writing, and publishing. In this course students expand their essay writing skills by composing numerous personal, analytical and persuasive essays. As the school year advances, students compose increasingly complex and critical written assignments. Students also utilize many literary or informational texts to support a thesis statement and provide critical insight into a topic. Additionally, students write many process and informal pieces. Over the course of the year students may develop a writing portfolio that reflects their understanding of the writing process. The sequence of writings is coordinated with the overall organization of the course.

This portfolio may include:
1. Personal essay
2. Analytical essay
3. Critical essay
4. Argumentative essay
5. Informal written responses
6. Short essay tests
7. Creative writing such as poems, character sketches, memoir, drama and short fiction
8. Timed in-class essays

C. Research:
The content, scope and sequence of the research dimension of the course is designed to meet the needs of diverse learners by offering teachers flexibility in their ability to differentiate the choice of topics to individual readiness and interest levels. The culmination of this process is demonstrated through the Senior Project. Students experience the following essential stages of the research process; opportunities for reflection and goal-setting are embedded throughout the process:

1. Selecting an appropriate topic
2. Creating a working bibliography
3. Establishing a tentative thesis
4. Creating an annotated bibliography
5. Taking notes according to an established or individual format
6. Finalizing a thesis
7. Creating an outline, visual organizer or presentation plan
8. Writing a rough draft or rehearsing a presentation
9. Editing and revising in collaboration with peers and the teacher
10. Submitting a properly formatted and documented final draft or delivering a presentation of high quality

D. Communication:
The content, scope and sequence of the communication dimension of the course offers teachers opportunities to differentiate classroom experiences according to the interest, readiness or learning style of the individual members of the class. Essential communication experiences include:
1. Classroom and small-group discussions;
2. Individual and group-led discussions, presentations and dramatizations;
3. Performing and visual arts viewing and analysis; and
4. Senior Project presentation

IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the needs of students of varying abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical and creative thinking and all modes of communication. A combination of techniques, emphasizing learning intentions, learning strategies, feedback and instructional delivery - and differentiated as needed - is strongly recommended; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
   1. Close reading of mentor texts or assignment exemplars
   2. Modeled thinking and/or application
   3. Repeated reading
   4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
   1. Classroom discussion - whole group, small group, and/or partnerships
      a. Essential questions
      b. Text dependent questions
      c. Conversation markers
      d. Debate
      e. Socratic seminar
      f. Fishbowl
   2. Writing to learn
      a. Concept mapping
         1) Annotating
         2) Note-taking
         3) Graphic organizing
         4) Outlining
      b. Prediction
      c. Journaling
      d. Summary and analysis
      e. Learning logs
      f. Do-now and/or exit slip
      g. Fictional dialogue
      h. Free write
   3. Collaborative learning with peers - small group and/or partnerships
      a. Literature circle/book club protocols
      b. Jigsaw
      c. Inquiry learning
      d. Reciprocal teaching
      e. Peer feedback

C. Metacognition
   1. Self-questioning
   2. Questions to guide learning
   3. Strategy monitoring (e.g. learning logs; "What helped me learn today?")
   4. Transfer monitoring (e.g. "How do I know I learned…?")

D. Interdisciplinary connections
   1. Outside presenters
   2. Field trips
   3. Virtual field trips

V. <u>EVALUATION</u>

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments is utilized, and differentiated as needed, to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
   1. Pre-tests
   2. Class discussions/debates - partnerships, small group, or whole class
   3. Self-assessment and goal setting
   4. Conferencing
   5. Anecdotal teacher records

B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
   1. Process writing components
   2. Quizzes
   3. Annotations
   4. Text dependent questions
   5. Concept maps, outlines, and/or graphic organizers
   6. Self-assessment
   7. Peer assessment
   8. Journals
   9. Class discussions/debates - partnerships, small group, or whole class
   10. Presentations - individual, partnered, and small group
   11. Fishbowl
   12. Socratic Seminar
   13. Conferencing
   14. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

1. Tests; post-assessments (e.g. essential questions; text dependent questions)
2. Timed writings
3. Self-assessment
4. Final draft essays
5. Creative writing pieces
6. Evidence-based projects
7. Portfolios
8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar

VI. <u>PROFESSIONAL DEVELOPMENT</u>

The following are recommended components of the teacher's professional development:

A. Observing colleagues' classes to gather and share ideas
B. Attending professional development courses to learn about instructional strategies relevant to the course objectives and course materials
C. Attending conferences relating to differentiated instruction, technology, diversity, etc.
D. Consulting peer-reviewed print and digital professional learning resources such as professional periodicals and professional websites

APPENDIX I:

New Jersey Student Learning Standards for

English Language Arts 12

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

15

English IV
First Reading 6/11/2019

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

  A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

  A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

    A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
    B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
    D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
    E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

   A. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
   B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

  A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
  C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

<div align="center">

Anchor Standards for Language

</div>

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

    A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    A. Observe hyphenation conventions.
    B. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

    A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
    C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
    D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

    A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;

demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at *http://www.nj.gov/njded/cccs/.*

APPENDIX III:

New Jersey Core Curriculum Content Standards for
21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX V:

Suggested Supplemental Resource Pairings – English IV (2040 and 2041)

A subcommittee of the Westfield High School English Department maintains a list of suggested supplemental resource pairings for the most widely utilized English 4 texts. As a living document, this list is regularly updated to reflect connections with current events and contemporary works;

the entire document may be viewed at*: https://docs.google.com/document/d/1bMqsKEG599XM-ltPL2PNTq_nj88gIwRm1fz9FHe64Uw/edit?usp=sharing*

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

MATH OF PERSONAL FINANCE (6560)

School …………………………………… Westfield High School
Department …………………………………… Mathematics
Length of Course ……………………………………….Full year
Credit …………………………..………………..………..… 5
Grade Levels …………………………………………... 11, 12
Prerequisite ……………………………………………….Algebra II
Date …………………………………………………….…..........

I. RATIONALE, DESCRIPTION AND PURPOSE

This course is designed to provide students with the knowledge and skills to successfully navigate today's personal finance landscape. The focus of the curriculum is consumer mathematics and knowledgeable money management. Critical thinking and problem-solving skills are developed through relevant, real-world scenarios. The interdisciplinary nature of mathematics is emphasized by applications to history, political science, and technology. Since the topics covered apply to everyday living, this course can benefit all college and career bound students. Graduating seniors need to prepare themselves for their financial well-being, regardless of their career paths.

Students may elect to take this course to meet the Financial Literacy graduation requirement. In that case, the course will count for Financial Literacy, rather than Mathematics, credit.

II. OBJECTIVES

This curriculum fulfills Westfield Board of Education expectations for student achievement. Course objectives are aligned with the New Jersey Student Learning Standards for Mathematics, English Language Arts, Science, Social Studies, Technology, and 21st Century Life and Careers.

Students:
A. Identify and use a monthly budget based on net pay and expected bills
   NJ Student Learning Standards for Mathematics N-Q, S-ID, S-IC
   NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
   NJ Student Learning Standards for Science P1, P2, P5
   NJ Student Learning Standards for Social Studies 6.3
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

B. Extend knowledge of personal record keeping including writing checks, making deposits, using an ATM, keeping a ledger and reconciling an account
NJ Student Learning Standards for Mathematics N-Q
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

C. Apply principles of a spreadsheet to income and expenditure records
NJ Student Learning Standards for Mathematics N-Q, S-ID, S-IC, SMP2
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P4, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

D. Model and solve problems involving interest, payments and new purchases on a monthly credit card bill
NJ Student Learning Standards for Mathematics N-Q, F-BF, S-ID, SMP4
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

E. Understand and use principles of insurance and make informed decisions regarding insurance
NJ Student Learning Standards for Mathematics N-Q, F-IF, F-BF, SMP2
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science 5.1
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

F. Model and solve problems involving purchase of a new or used automobile and the cost of its maintenance and use
NJ Student Learning Standards for Mathematics N-Q, A-SSE, A-REI, F-BF, SMP4
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

G. Extend knowledge of housing needs, responsibilities of a lease for both the landlord and renter, and the personal financial implication of the lease
NJ Student Learning Standards for Mathematics N-Q, F-BF
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

H. Extend knowledge of potential career choices, job applications and the types of earned income associated with specific employment
NJ Student Learning Standards for Mathematics N-Q, F-IF
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

I. Model and solve problems involving a paycheck including deductions, such as federal and state income tax, FICA and Medicare
NJ Student Learning Standards for Mathematics N-Q, F-BF, SMP4
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

J. Extend knowledge of purchasing to include differentiating between shopping for necessities and for luxuries
NJ Student Learning Standards for Mathematics N-Q, F-BF, SMP2
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.S.5
NJ Student Learning Standards for Science P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

K. Model and solve problems involving finance charge and monthly payments on a loan
NJ Student Learning Standards for Mathematics N-Q, A-SSE, A-REI, F-IF, F-BF, SMP4
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

L. Model and solve problems involving interest earned from savings and other investment banking tools
NJ Student Learning Standards for Mathematics N-Q, A-SSE, A-REI, F-IF, F-BF, SMP4
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

M. Model and solve problems involving investment tools, such as financial markets, mutual funds and bonds
NJ Student Learning Standards for Mathematics N-RN, N-Q, A-SSE, A-REI, F-IF, F-BF, SMP4
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P2, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

N. Extend knowledge of tax forms, such as 1040EZ and NJ1040

NJ Student Learning Standards for Mathematics N-Q
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

O. Develop practices and dispositions that lead to mathematical proficiency.

NJ Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

The importance of mathematics in the development of all civilizations and cultures and its relevance to students' success, regardless of career path, is addressed throughout the secondary mathematics program. Emphasis is placed on the development of critical thinking and problem-solving skills, particularly through the use of everyday contexts and real-world applications

A. Money management
   1. Money habits, spending priorities and sensible decision making
   2. Household budget development and fund allocation
   3. Establishment of measureable financial goals
   4. Identity theft and fraud

B. Credit and debt management
   1. Responsible uses of credit
   2. Typical fees and terms of borrowing
   3. True cost of using credit
   4. Effects of compound interest
   5. Total amount of money repaid on a loan
   6. Credit scores and how to maintain good credit
   7. Loan approval process
   8. Legal rights and responsibilities of borrowers
   9. Resources for help regarding credit issues
   10. Student loans

C. Earning power
   1. Career exploration and national average salary
   2. Understanding your paycheck
   3. Components of paycheck and related deductions
      a. FICA, social security, Medicare, taxes
      b. State income tax
      c. Benefits
      d. Calculation of net pay
   4. Cost of living

Math of Personal Finance
First Reading 6/11/2019

D. Investments
    1. Comparison between saving and active investing
    2. Philosophy of paying oneself first
    3. Compound interest
    4. Risk and rewards of various types of investments
       a. Savings
       b. Money markets
       c. Mutual funds
       d. Stocks
       e. Bonds
       f. IRAs
       g. 401k

E. Financial services
    1. Checking and savings account
       a. Deposits
       b. Withdrawals
       c. Ledgers
       d. Balance sheets
       e. Reconciled reports
    2. Online banking tools
    3. Financial institutions

F. Insurance
    1. Purpose of insurance
    2. Insurance structure
    3. Consequences for lack of insurance
    4. NJ law for automobile insurance

G. Tax filing
    1. Federal Income tax and withholdings (1040EZ form)
    2. NJ Income tax (1099 form)
    3. Independent contractor (1099 form)
    4. Tax forms upon hiring (I-9, W4, W2)

IV.INSTRUCTIONAL TECHNIQUES

Various instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Typical teaching techniques include, but are not limited to, the following:

A. Teacher-directed, whole-group instruction, and modeling of procedures
B. Mini-lessons or individualized instruction for reinforcement or re-teaching concepts
C. Guided investigations/explorations
D. Problem-based learning
E. Modeling with manipulatives
F. Flexible grouping
G. Differentiated tasks
H. Spiral review
I. Independent practice
J. Use of technology
K. Integration of mathematics with other disciplines.

V. EVALUATION

Multiple techniques are employed to assess student understanding of mathematical concepts, skills, and thinking processes. These may include, but are not limited to, the following:

A. Written tests and quizzes, including baseline and benchmark assessments
B. Cumulative tests
C. Standardized tests
D. Electronic data-gathering and tasks
E. Homework
F. Independent projects
G. Presentations.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

A. Opportunities to learn from and share ideas about teaching and learning mathematics with colleagues through meetings and peer observations
B. Collaboration with colleagues and department supervisor to discuss and reflect upon unit plans, homework, and assessment practices
C. Planning time to develop and discuss the results of implementing differentiated lessons and incorporating technology to enhance student learning
D. Attendance at workshops, conferences and courses that focus on relevant mathematics content, pedagogy, alternate assessment techniques, or technology.

APPENDIX I

New Jersey Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

SMP1 – Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

SMP2 – Reason abstractly and quantitatively.
Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

SMP3 – Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

SMP4 – Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

SMP5 – Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

SMP6 – Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

SMP7 – Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

SMP8 – Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

New Jersey Student Learning Standards for Mathematical Content

The Real Number System N-RN

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.*

Quantities N-Q

Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Seeing Structure in Expressions A-SSE

Interpret the structure of expressions.

1. Interpret expressions that represent a quantity in terms of its context.
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*

Reasoning with Equations and Inequalities A-REI

Understand solving equations as a process of reasoning and explain the reasoning.

2. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve equations and inequalities in one variable.

4. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Interpreting Functions F-IF

Understand the concept of a function and use function notation.

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.

Interpret functions that arise in applications in terms of the context.

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

Building Functions F-BF

Build a function that models a relationship between two quantities.
  1. Write a function that describes a relationship between two quantities.
     a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
     b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*

Interpreting Categorical and Quantitative Data S-ID
Summarize, represent, and interpret data on a single count or measurement variable.
  2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Making Inferences and Justifying Conclusions S-IC

Understand and evaluate random processes underlying statistical experiments.
  1. Understand statistics as a process for making inferences to be made about population parameters based on a random sample from that population.

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
  6. Evaluate reports based on data.

(+) Denotes additional mathematics that students should learn in order to take advanced courses.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

College and Career Readiness Anchor Standards for Reading:
NJSLSA.R7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.
NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standard for Writing
NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

College and Career Readiness Anchor Standards for Speaking and Listening:
NJSLSA.L1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L.4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L.5: Make strategic use of digital and visual displays of data to express information and enhance understanding of presentations.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/

APPENDIX III

New Jersey Student Learning Standards for Science/ Next Generation Science Standards: Science and Engineering Practices

Practice 1 – Asking questions and defining problems
Practice 2 – Developing and using models
Practice 3 – Planning and carrying out investigations
Practice 4 – Analyzing and interpreting data
Practice 5 – Using mathematics and computational thinking
Practice 6 – Constructing explanations and designing solutions
Practice 7 – Engaging in argument from evidence
Practice 8 – Obtaining, evaluating, and communicating information

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX IV

New Jersey Student Learning Standards for Social Studies

STANDARD 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX V

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX VI

New Jersey Student Learning Standards for 21st Century Life and Careers

STANDARD 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

STANDARD 9.2 Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX VII

<u>Instructional Resources and Pacing Guides</u>

Instructional resource for Math of Personal Finance*: Mathematics with Business Applications*, Lange & Rousos, Glencoe (2004).

Suggested pacing:

Unit	Number of teaching days
Money management	14
Credit and debt management	27
Earning power	34
Investing	16
Financial services	34
Insurance	15
Taxes	20

WESTFIELD PUBLIC SCHOOLS
Westfield, NJ

Office of Instruction

Course of Study

PROBABILITY & STATISTICS (6343)

School………………………………………Westfield High School
Department……………………………………………Mathematics
Length of Course……………………………………….Half year
Credit……………………………………………………….2.5
Grade Level …………………………………………………...12
Prerequisite…………………………………………...Algebra II[1]
Date……………………………………………………………

I. RATIONALE, DESCRIPTION AND PURPOSE

Each day people make decisions and form opinions based on data. To become an informed decision-maker and intelligent consumer, it is essential to be able to reason statistically. In this course, students learn basic concepts and applications of probability, as well as methods for analyzing, making inferences and drawing conclusions from data. They formulate and answer questions that can be addressed with data, select and use appropriate statistical methods to analyze data, develop and evaluate predictions, and judge the validity of arguments based on data. Modeling is used extensively to link classroom mathematics to everyday life, work and decision-making.

This course, along with Discrete Mathematics (6342), provides an alternate choice for seniors who do not elect a Calculus or AP Statistics course. Probability, statistics and discrete mathematics are interrelated areas of applied mathematics that offer students opportunities to investigate everyday phenomena and examples of the usefulness of mathematics in daily life.

II. OBJECTIVES

This curriculum fulfills Westfield Board of Education expectations for student achievement. Course objectives are aligned with the NJ Student Learning Standards for Mathematics, English Language Arts, Science, Technology, and 21st Century Life and Careers.

Students:
A. Collect, organize and display data in useful formats
NJ Student Learning Standards for Mathematics S-ID
NJ Student Learning Standards for Science P4
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

---

[1] See Program of Studies for additional information.

B. Interpret information from graphical displays and numerical summaries
NJ Student Learning Standards for Mathematics S-ID, S-IC
NJ Student Learning Standards for Science P4
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

C. Understand and apply the laws of probability to model and solve real-world and mathematical problems
NJ Student Learning Standards for Mathematics S-CP, S-MD
NJ Student Learning Standards for Science P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

D. Understand and apply basic statistical measures and procedures to solve real-world and mathematical problems
NJ Student Learning Standards for Mathematics S-ID, S-ID
NJ Student Learning Standards for Science P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

E. Plan, conduct, and analyze results of a survey or experiment
NJ Student Learning Standards for Mathematics S-IC
NJ Student Learning Standards for Science P3, P4, P5
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

F. Develop practices and dispositions that lead to mathematical proficiency.
NJ Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
NJ Student Learning Standards for English Language Arts A.R7, A.R10, A.W1, A.SL1, A.SL2, A.SL3, A.SL4, A.SL5
NJ Student Learning Standards for Science P1, P2, P3, P4, P5
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers 9.1

III. **CONTENT, SCOPE AND SEQUENCE**

The importance of mathematics in the development of all civilizations and cultures and its relevance to students' success, regardless of career path, is addressed throughout the secondary mathematics program. Emphasis is placed on the development of critical thinking and problem-solving skills, particularly through the use of everyday contexts and real-world applications.

A. Organization and Reporting of Data
   1. Data displays (*e.g.,* frequency tables, histograms, line graphs, box-and-whisker plots, stem-and-leaf plots, scatter plots)
      a. Creation of displays by hand and using technology
      b. Interpretation of displays
   2. Measures of central tendency (*e.g.,* mean, median, mode, weighted mean)
   3. Measures of variability (*e.g.,* range, standard deviation)
   4. Least squares regression line, correlation and predictions

B. Probability
1. Law of Large Numbers
2. Mutually exclusive/non-mutually exclusive, dependent/independent, and complementary events
3. Conditional probability
4. Geometric probability
5. Simulations using manipulatives and technology
6. Expected value

C. Probability Distributions
1. Discrete and continuous random variables
2. Binomial distributions
3. Density curves and non-normal distributions
4. Normal distribution
5. Standard normal distribution

D. Surveys and experiments
1. Methods of data collection
2. The planning and conducting of the survey/experiment
3. Analysis of results and drawing conclusions
4. Discussion about bias and ethical concerns

IV. <u>INSTRUCTIONAL TECHNIQUES</u>

Various instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Typical teaching techniques include, but are not limited to, the following:

A. Teacher-directed, whole-group instruction, and modeling of procedures
B. Mini-lessons or individualized instruction for reinforcement or re-teaching concepts
C. Guided investigations/explorations
D. Problem-based learning
E. Modeling with manipulatives
F. Flexible grouping
G. Differentiated tasks
H. Spiral review
I. Independent practice
J. Use of technology
K. Integration of mathematics with other disciplines.

V. EVALUATION

Multiple techniques are employed to assess student understanding of mathematical concepts, skills, and thinking processes. These may include, but are not limited to, the following:

A. Written tests and quizzes, including baseline and benchmark assessments
B. Cumulative tests
C. Standardized tests
D. Electronic data-gathering and tasks
E. Homework
F. Independent or group projects
G. Presentation.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

A. Opportunities to learn from and share ideas about teaching and learning mathematics with colleagues through meetings and peer observations
B. Collaboration with colleagues and department supervisor to discuss and reflect upon unit plans, homework, and assessment practices
C. Planning time to develop and discuss the results of implementing differentiated lessons and incorporating technology to enhance student learning
D. Attendance at workshops, conferences and courses that focus on relevant mathematics content, pedagogy, alternate assessment techniques, or technology.

APPENDIX I

New Jersey Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

SMP1 – Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

SMP2 – Reason abstractly and quantitatively.
Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

SMP3 – Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

SMP4 – Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

SMP5 – Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

SMP6 – Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

SMP7 – Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 $\times$ 7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

SMP8 – Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

New Jersey Student Learning Standards for Mathematical Content

Interpreting Categorical and Quantitative Data S-ID

Summarize, represent, and interpret data on a single count or measurement variable.

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
   a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*
   b. Informally assess the fit of a function by plotting and analyzing residuals.
   c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models.
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
1. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Conditional Probability and the Rules of Probability S-CP

Understand independence and conditional probability and use them to interpret data.

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of A given B as $P(A$ and $B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model.

6. Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model.
7. Apply the Addition Rule, *P*(*A* or *B*) = *P*(*A*) + *P*(*B*) – *P*(*A* and *B*), and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions S-MD

Calculate expected values and use them to solve problems.

1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*
4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

Use probability to evaluate outcomes of decisions.

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
   a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*
   b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*
6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

(+) Denotes additional mathematics that students should learn in order to take advanced courses.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

College and Career Readiness Anchor Standards for Reading:
NJSLSA.R7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words**.**

NJSLSA.R10 – Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standard for Writing:
NJSLSA.W1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

College and Career Readiness Anchor Standards for Speaking and Listening:
NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4 – Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5 – Make strategic use of digital and visual displays of data to express information and enhance understanding of presentations.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX III

New Jersey Student Learning Standards for Science/ Next Generation Science Standards: Science and Engineering Practices

Practice 1 – Asking questions and defining problems
Practice 2 – Developing and using models
Practice 3 – Planning and carrying out investigations
Practice 4 – Analyzing and interpreting data
Practice 5 – Using mathematics and computational thinking
Practice 6 – Constructing explanations and designing solutions
Practice 7 – Engaging in argument from evidence
Practice 8 – Obtaining, evaluating, and communicating information

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX IV

New Jersey Student Learning Standards for Social Studies

STANDARD 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX V

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX VI

New Jersey Student Learning Standards for 21<u>st</u> Century Life and Careers

STANDARD 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX VII

Instructional Resources and Pacing Guides

Instructional resource for Probability and Statistics: *Stats in Your World*, Bock et.al, Pearson (2016).

Suggested pacing:

Unit	Number of teaching days
Exploring and understanding data	30
Exploring relationships between variables	15
Gathering data	20
Randomness and probability	15